



# **WOMEN'S EMPOWERMENT**

## **EDUCATOR GUIDE**

Examine key social and political issues impacting women through curriculum and supporting video modules for the acclaimed documentaries *WAITING FOR THE REVOLUTION*, *SHADYA*, *SHAYFEEN.COM: We're Watching You* and *TAKING ROOT*. From an indigenous Bolivian leader fighting for labor rights to a young Israeli Arab karate champion with feminist ideas, from three Egyptian women working for fair elections, to a Kenyan woman leading a nationwide environmental movement, these four documentaries explore stories of women's empowerment and leadership around the world.



# TAKING ROOT

**ACTIVITY 1 – From Roots to Branches: The Interconnectedness of Environment, Culture and Social Justice**  
(90-120 minutes + assignments)



*“The more I looked into the environment, and the more I looked into the problems that people were complaining about, especially women, the more I understood that what we were complaining about were the symptoms. And that we needed to understand the causes of those symptoms.”*

–Wangari Maathai





# TAKING ROOT Activity 1

## From Roots to Branches: The Interconnectedness of Environment, Culture and Social Justice (90-120 minutes + assignments)

**Grade Level:** 9–12, College

**Subject Areas:** Social Studies, Civics, Government, Geography, Global Studies, Sociology, Environmental Studies, Political Science, World History, Women's Studies

**Standards:** Recommended National Standards are on page 45

### Purpose of the Lesson:

In this lesson, students will examine how Kenya's history as a colonized nation has contributed to their challenges with deforestation. Historical footage documents the extensive clearing of the land, and the displacement of the tribes and tribal life, which took place during the period of British colonialism beginning in the 1880s. They will also learn that the clearing of forested land continued when Kenya returned to self rule beginning in 1963. Students will then identify how this environmental degradation is related to other social, political and economic problems that affect the country's marginalized citizens. Students will recognize that the core of the Green Belt Movement's civic action extends beyond environmentalism.

### Objectives:

Students will:

- Recognize the varied factors at play in environmental issues
- Outline the relationship between colonialism and deforestation in Kenya
- Give examples of how deforestation is an indicator of other Kenyan social, economic and political issues
- Identify the conflicts that emerge from these interconnected issues
- Describe how these issues and conflicts affect Kenya's marginalized people
- Examine the origins of The Green Belt Movement in Kenya and the group's efforts to restore natural forests

### Skills:

Stating and supporting opinions in class discussions and in writing; analytical reading and viewing; note taking; interpreting information and drawing conclusions; critical thinking; identifying cause and effect; identifying relationships and patterns

### Materials:

Teacher and student handouts may be downloaded at [www.itvs.org/classroom](http://www.itvs.org/classroom)

- Computers with Internet access and/or with DVD capability
- LCD projector or DVD player
- Whiteboard/markers or chalkboard/chalk
- Large multicolored index cards, preferably with adhesive backs or, large multi colored Post-it® Notes
- **TAKING ROOT Discussion Guide**
- **Wangari Maathai Timeline**
- **Planting Ideas Action Guide**
- **TAKING ROOT "Kenya and Wangari Maathai" Video Module**
- **Teacher Handout A: The Tree of Interconnectedness**
- **Teacher Handout B: TAKING ROOT Quotes**
- **Teacher Handout F: Assignment Rubric, Activity 1**
- **Student Handout A: The Tree of Interconnectedness**
- **Student Handout B: TAKING ROOT Vocabulary**



## Procedures:

### Previewing Activity

1. **Identify Environmental Issues.** Using a whiteboard, chalkboard or a screen projection, label a three-column chart "Local," "State/National" and "Global." As a class, brainstorm lists of environmental issues that students have heard of or know about. For example, a local issue could be the asthma rates of residents near a factory; a national issue could be the impact of offshore oil drilling; a global issue could be climate change. After filling in a few ideas in each column, focus the class on the "Local" column and draw out some more concerns specific to the students' community, e.g. polluted water or air or loss of green space or park area.
2. **List Local Environmental Impacts.** Break the class into small groups and distribute **Student Handout A: The Tree of Interconnectedness**. Project a sample on the screen with roots and branches labeled (see **Teacher Handout B: The Tree of Interconnectedness** for ideas). Assign a local issue from the initial list to each group. Instruct the groups to write the issue on the trunk of the tree and then to discuss what they believe to be the cause(s) of the problem. Have them write each idea on the roots of the tree. Then, have the students think about what and who is connected to/affected by the issue. (For example, a polluted lake could affect people who fish and swim in it, the land around the lake, etc.) The students should then include these ideas on the branches. Some question prompts include:
  - "Roots"—The Causes
    - What are the causes of the issue?
    - What decisions caused the problem to intensify? Who made those decisions?
  - "Branches"—The Effects
    - What/whom does the issue affect and how?
    - What conflicts does the issue create?
    - What challenges will people face if they decide to tackle the issue?
3. **Provide Background Information on Kenya and Wangari Maathai.** Briefly introduce the film TAKING ROOT. Note that the **"Kenya & Wangari Maathai" Video Module** will introduce them to an environmental movement in Kenya that has had success in combating deforestation, as well as many of the related social and political challenges that country has faced. Have students read pages 2 and 3 of the **TAKING ROOT Discussion Guide**. With the students, discuss the historic and modern day events leading to the Green Belt Movement's efforts, i.e., the colonists' clearing of land and the women's troubles finding food and clean drinking water. (See **Wangari Maathai Timeline** (<http://www.pbs.org/independentlens/takingroot/timeline.html>) Also introduce quotes from the Colonialism and Culture section of **Teacher Handout B: TAKING ROOT Quotes**.

### Viewing the Film

4. **View the Video Module.** Instruct students to take notes as they view the **"Kenya and Wangari Maathai" Video Module**. Have them list at least five environmental, social and cultural issues that they see in the module, and then identify one cause and one effect for each issue.

### Reflecting on the Film

5. **Review events in the film by analyzing key factors.** Reproduce **Student Handout A: The Tree of Interconnectedness** on a whiteboard/chalkboard. Write "deforestation" on the trunk of the tree. Brainstorm the "root" causes and fill in together. Invite students to share the issues they discovered; write each one on a separate branch. Provide an example, if necessary.

Issues will include: colonialism, globalization, political corruption and government policies that favor industry over agriculture and so on. Only add those issues that the students have not named and that are significant in the film.



6. Divide students into small groups based on the number of issues identified. Label the branches of the tree: Legal, Economic, Sociocultural, Environmental, Public Health, Political Power. Assign a different “branch” issue to each group. Distribute several large multicolored index cards or Post-it® Notes. Instruct groups to discuss and record the following topics and place them on a corresponding “issue” branch on the tree:

- The impact of the issue on the Kenyan people
- The impact on the environment
- The types of conflicts that emerge as a result of these impacts

Issues will include: soil erosion, depletion of natural water sources, loss of money on cash crops, absence of women's rights, poverty, economic disparity, human rights abuse, continued ecological destruction, the impact of colonialism, decline of cultural connection to the value of the trees/land and so on.

7. Have students reflect on and analyze the “tree” by responding to the following questions (page 5 of the **TAKING ROOT Discussion Guide** has additional questions):

- Maathai introduces her philosophy on environment, causes and action in her own words (refer to the Reforestation section of **Teacher Handout B: TAKING ROOT Quotes**). How does the “tree” of issues and their impacts relate to her statements?
- How does examining the causes of an environmental issue provide a context for understanding the symptoms that people are facing in their every day life?
- Along with the trees, what ideas are Maathai and the Green Belt Movement planting in the hearts of women and in the country of Kenya? How are these seeds helping to address the social, cultural and historical issues that deforestation is connected to? In what ways was the Green Belt Movement also a women's rights movement?
- Maathai explains that British colonialists introduced the concept that the resources of the land, its trees, animals and crops, could be sold for profit. This created a key cultural shift in Kenya. How does the idea of culture drive Maathai's political actions?
- What forces would resist or oppose Maathai's approach and movement? What could these forces stand to lose if Maathai and the women are successful?

8. **Assignment:** Students should research, identify and contact local environmental champions to interview in person or by phone. Students should investigate the issue their interviewee is addressing: from its causes, to its impact, to the challenges it presents. Students should record the interview using digital video or other methods. Students should format the interview into a print or web article and then upload it online or send it to the teacher via email to share with the class via an environmental blog or wiki. Students should complete **Student Handout A: The Tree of Interconnectedness** about their local issue and the person(s) they researched.

Helpful websites to search for environmental or other service organizations:

- <http://www.idealists.org/if/as/Org/np0>
- [http://www.change.org/nonprofits/browse?category\\_id=4](http://www.change.org/nonprofits/browse?category_id=4)
- [http://www.iucn.org/about/union/secretariat/offices/usa/membership/usa\\_members/](http://www.iucn.org/about/union/secretariat/offices/usa/membership/usa_members/)
- <http://www.usaservice.org/page/content/opportunities/>

### Assessment:

Use **Teacher Handout F: Assignment Rubric, Activity 1** to assess students' interviews. Students should receive the rubric to guide their article writing.



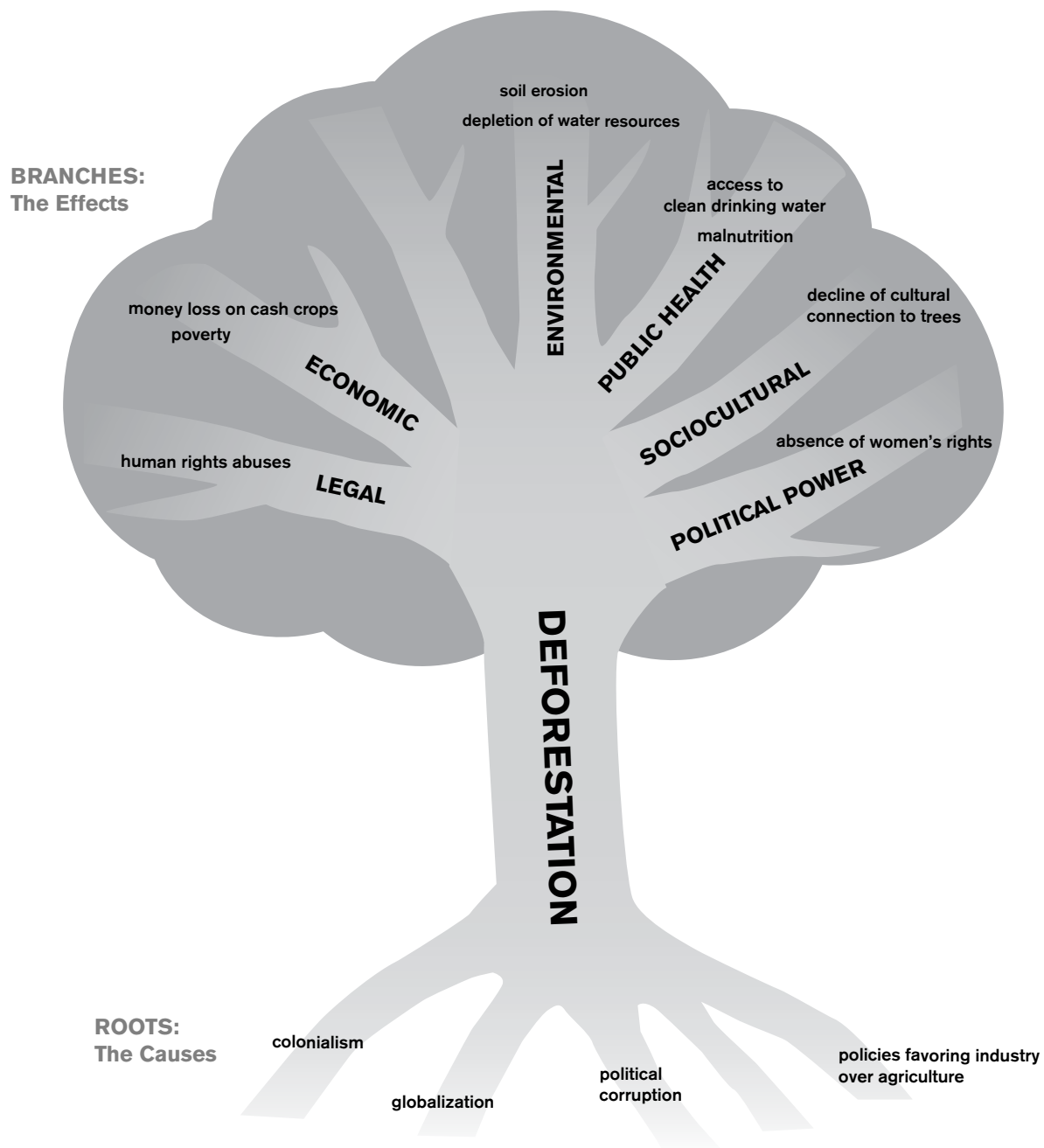
**Extension Activities:**

1. Students should use the Planting Ideas Action Guide to develop and execute a tree-planting plan for a local project. They can develop a "Tree of Interconnectedness" for the project while mapping out a set of strategies, a timeline, potential partners and possible opponents. The United Nations Environment Program's Billion Tree campaign <http://www.unep.org/billiontreecampaign/> can be another key resource for them.
2. Students rate Kenya's progress in the Millennium Development Goals (<http://www.endpoverty2015.org>) by comparing against other African nations. Kenya Millennium Development Goals reports may be found at:
  - [http://www.mdgmonitor.org/country\\_progress.cfm?c=KEN&cd=404](http://www.mdgmonitor.org/country_progress.cfm?c=KEN&cd=404);
  - [http://www.mdgmonitor.org/factsheets\\_00.cfm?c=KEN&cd=404#](http://www.mdgmonitor.org/factsheets_00.cfm?c=KEN&cd=404#);
  - [http://www.mdgmonitor.org/country\\_reports.cfm?c=KEN&cd=404](http://www.mdgmonitor.org/country_reports.cfm?c=KEN&cd=404)
3. Introduce the concept of the "tragedy of the commons," coined by Garret Hardin in his famous article published in Science magazine in 1968 (read more via the links below). Students can discuss whether Hardin's points hold true today, and identify examples of "tragedy of the commons" in their local community, or at the regional, national and global level:
  - <http://www.sciencemag.org/sciext/sotp/commons.dtl> (abstract, full article and other resources available at this link)
  - <http://www.garretthardinsociety.org/info/links.html>
4. Have students explore the pillars of sustainable development—environmental, economical and societal being the identified three, with cultural being argued as a critical fourth—by either examining The Green Belt Movement's place within the pillars (how each pillar is being framed out) or through other environmental movement efforts. Resources include:
  - Creative City Network of Canada  
Culture: The Fourth Pillar of Sustainability  
<http://www.creativecity.ca/news/special-edition-3/culture-fourth-pillar.html>
  - Sustainability-Ed  
Principles of sustainability: People, planet and profits  
<http://www.sustainability-ed.org/pages/what3-1.htm>



**Teacher Handout A: The Tree of Interconnectedness**

Use with steps 5 and 6 "Reflecting on the Film" in Activity 1. Reproduce this tree on a whiteboard or chalkboard. Brainstorm and fill in the "roots" (causes) together. Divide students into small groups based on the number of issues identified. Assign each group a "branch" (effect) to discuss and record their responses to the questions in step 6 on the index cards or Post-it® Notes.



*This handout was adapted from the Education and the Environment Initiative - California's Environmental Principles and Concepts*



**Teacher Handout B: TAKING ROOT Quotes****Reforestation**

*"The more I looked into the environment, and the more I looked into the problems that people were complaining about, especially women, the more I understood that what we were complaining about were the symptoms. And that we needed to understand the causes of those symptoms."*

—Wangari Maathai

*"The movement started as a tree planting campaign but it is a little more than just the planting of trees. It's planting of ideas, it's giving them reasons why they should protect their environmental rights, and giving them reasons why they should protect their women's rights."*

—Wangari Maathai

*"It's a very sad saga that we have a government in this country that is actually overseeing the destruction of forests and the grabbing of public land."*

—Wangari Maathai

*"As long as the resources are not adequate, as long as the resources are not being managed properly, as long as the resources are not being shared more equitably, we will be threatened."*

—Wangari Maathai

*"Today we are faced with a challenge that calls for a shift in our thinking so that humanity stops threatening its life-support system. We are called to assist the earth to heal her wounds, and in the process heal our own."*

—Wangari Maathai

*"It is the people who must save the environment. It is the people who must make their leaders change. And we cannot be intimidated. So we must stand up for what we believe in."*

—Wangari Maathai

**Colonialism & Culture**

*"There was something in our people that had helped them conserve those forests. They were not looking at trees and seeing timber. They were not looking at elephants and seeing ivory. There was no such economic value of these animals so they let them be. It was in their culture to let them be."*

—Wangari Maathai

*"All people have their own culture. But when you remove that culture from them, then you kill them in a way. You kill them. You kill a very large part of them."*

—Wangari Maathai

*"I was arrested and taken to the camps. They said we were supporting a 'terrorist'. They set my house on fire and took everything. Sheep, goats, everything. Then they kicked us out of our land!"*

—Naomi Kabura Mukunu

*"Of course to concentrate people in the village they had to destroy the old houses and build new ones. They had to construct camps. They had to do a lot of deforestation."*

—Kamoji Wachira, Environmental Activist

*"Most of our environment was destroyed by the government to find the enemies because the forest was thick and the Mau Mau were hiding in the forest."*

—Lilian Wanjiru Njehu, Kanyariri Mother's Union Tree Nursery





**Teacher Handout B: TAKING ROOT Quotes Ctd.**

*"The policy of the Kenyatta and Moi governments was no different in terms of forestry or natural resources from the colonial one. It was, in fact, a bit worse. These elites can continue to exploit resources and to enrich themselves at the expense of the environment and the people. It's a matter of division of the loot – who got what. All the way up."*

—Kamoji Wachira, Environmental Activist

*"We wrote and we gave the example of how the environment in third world countries is destroyed with full knowledge and support of the developed countries that support dictators, who don't help us to overcome these dictators, and who do business with these dictators. And then hold the poor people to account."*

—Wangari Maathai

**Grassroots Organizing & Civic Education**

*"And we called the foresters. They came and they talked to women. They did not really see why I was trying to teach women how to plant trees. Because to plant a tree you need a diploma! I said, 'Well, I don't think you need a diploma to plant a tree.'"*

—Wangari Maathai

*"You cannot enslave a mind that knows itself, that values itself, that understands itself."*

—Wangari Maathai

*"We always had seminars, but our seminars were mostly to teach people how to plant trees. But during that crisis, we wanted people to understand how we govern ourselves. This concern gave rise to a completely different program, which we call Civic and Environmental Education."*

—Wangari Maathai

*"Eventually we would come to the conclusion we need to stop the bus, and let's go out of the bus and stop the ignorance, let us educate each other, let's send our children to school and the people would eventually say, 'Now we are ready to confront the driver.'"*

—Wangari Maathai

*"We try to encourage ourselves because if we don't do that, our country will come to expire. Now I have courage to say anything."*

—Anastasia, Sunshine Women's Group

**Non-violent Protest/Civil Disobedience**

*"Moi tried every way to get rid of us. Because we women were driving him crazy. But we were determined we'd never leave that place until we got our children back. That made Moi back down. He ordered our children to be freed."*

—Ruth Wangari Thungu, mother of a political prisoner

*"People who were working, they would come there and actually see the plight of these women. And that also had to be stopped by the government. For you'd get five hundred people, a thousand people assembling there, and they're talking about democratic principles, about governance. What the government of that particular time did not want is anybody who is trying to educate the common people."*

—Ngorongo Makanga, Human Rights Activist

*"If we are going to shed blood because of our land, we will. We have a government in this country that is actually overseeing the destruction of forests and the grabbing of public land."*

—Wangari Maathai



**Teacher Handout B: TAKING ROOT Quotes Ctd.**

*"Who is going to question when the government, when the police, when the laws keepers, break the law?"*

—Wangari Maathai

*"From the day she started the Green Belt Movement in 1977, the government saw her and saw a future leader. And hence the government put a program, how to fight this person."*

—Ngorongo Makanga, Human Rights Activist

*"It got her into trouble not just because she was protesting but also because she was demonstrating the potential power of a civil society."*

—Vertistine Mbaya, Green Belt Movement board member

*"It was a turning point, but most people could not understand or imagine the courage of an individual who could stand up against this dictator. To me, in all her fights, that was the biggest fight, because that also was the turning point in this country. That no matter how small, no matter what you are, you can make a difference."*

—Ngorongo Makanga, Human Rights Activist

*"One thing that I deliberately did was try not to break the law. I knew that if I break the law, I will give the system a great excuse to get me out of the way."*

—Wangari Maathai

**Women's Empowerment**

*"She was disobedient at a time when disobedience was not tolerated."*

—Vertistine Mbaya, Green Belt Movement board member

*"When the women started, nobody was bothering them because nobody took them seriously. You know, who takes women seriously? Then, the government realized that we were organizing women, so they started interfering with our organizing and they demanded 'You have to have a license. You cannot meet, you cannot do.' They harassed women a lot."*

—Wangari Maathai

*"When the government descended on us in that moment of desperation women stripped stark naked and shook their breasts. In the African tradition if men beat women, it is like sons violating their mothers. And the mothers respond by cursing them. And they curse them by showing them their nakedness."*

—Wangari Maathai

*"They want to get personal. They want to debase your womanhood. So I said, 'Now don't give me that. Just use the anatomy that matters right now. And that is from the neck up.'"*

—Wangari Maathai



**Teacher Handout F: Assignment Rubric, Activity 1 (From Roots to Branches: The Interconnectedness of Environment, Culture and Social Justice)**

Criteria	6	5	4	3	2	1
<b>Content</b>	Excellent, in-depth investigation of causes and effects. Covers topic in-depth with excellent details and examples. Knowledge of subject is excellent.	Good investigation of causes and effects. Covers topic with some details and examples. Subject knowledge is good.	Investigates causes and effects. Includes essential knowledge about the topic. Subject knowledge appears to be good.	Contains some investigation of causes and effects. Includes the most important information about the topic with one or two factual errors.	Insufficient investigation of causes and effects. Includes some of the important information with several factual errors.	Lacks investigation into causes and effects. Content is minimal and there are several factual errors.
<b>Presentation</b>	Interview is well-organized with clearly labeled sections. Layout is dynamic, making excellent use of color and graphics. Shows original thought and creativity.	Interview is well-organized with clearly labeled sections. Makes good use of color and graphics. Shows some original thought and creativity.	Interview is organized and labeled. Makes use of color and graphics. Shows some original thought and creativity.	Interview is organized and some sections are labeled. Uses some color and graphics. May show some creativity and original thought.	Interview is not clearly organized, and sections may or may not be labeled. Uses limited color and graphics. Shows limited creativity.	Lacks organization, and sections are not labeled or are labeled incorrectly. Uses little or no color and graphics and they may distract from the content. Writing is somewhat legible or is in pencil.

**Scoring Guide:**

- 6 Exemplary**  
Complete, correct, comprehensive
- 5 Accomplished**  
Complete, correct, comprehensive
- 4 Satisfactory**  
Complete, correct
- 3 Developing**  
Complete, incorrect
- 2 Unsatisfactory**  
Incomplete, incorrect
- 1 Unsatisfactory**  
Incomplete, incorrect



**Student Handout A: The Tree of Interconnectedness**

Label the tree trunk with your group's issue (e.g. offshore drilling, polluted park). Record responses to the "roots" (causes) questions on each root. Record responses to the "branches" (effects) questions on each branch.

**BRANCHES:**  
The Effects

**ROOTS:**  
The Causes



**Student Handout B: TAKING ROOT Vocabulary**

**colonialism:** when a powerful country rules a weaker one, and establishes its own trade and society there; imperialism

**deforestation:** the cutting or burning down of all the trees in an area

**desalination:** the process of removing salt from sea water so that people can use it

**disparity:** a difference between two or more things, especially an unfair one

**erosion (from 'erode'):** to wear away by the action of water, wind, or glacial ice; "flooding eroded the hillside"

**indigenous:** indigenous people or things have always been in the place where they are, rather than being brought there from somewhere else; native

**marginalized:** to make a person or a group of people unimportant and powerless in an unfair way

**neocolonialism:** the economic and political policies by which a great power indirectly maintains or extends its influence over other areas or people

**sustainable:** to be able to continue without causing damage to the environment

*Sources: Longman English Dictionary Online  
Merriam-Webster Online Dictionary*





## RECOMMENDED NATIONAL STANDARDS

### Mid-continent Research for Education and Learning (McRel)

#### Behavioral Sciences

- Standard 1. Understands that group and cultural influences contribute to human development, identity, and behavior
- Standard 2. Understands various meanings of social group, general implications of group membership, and different ways that groups function
- Standard 4. Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

#### Agricultural Education

- Standard 1. Understands the connections between agriculture and society
- Standard 2. Understands trends, issues, and events that have influenced agricultural practices throughout history

#### Civics

- Standard 1. Understands ideas about civic life, politics, and government
- Standard 3. Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good
- Standard 25. Understands issues regarding personal, political, and economic rights
- Standard 26. Understands issues regarding the proper scope and limits of rights and the relationships among personal, political, and economic rights
- Standard 28. Understands how participation in civic and political life can help citizens attain individual and public goals

#### Economics

- Standard 5. Understands unemployment, income, and income distribution in a market economy
- Standard 10. Understands basic concepts about international economics

#### Language Arts

- Standard 4. Gathers and uses information for research purposes
- Standard 9. Uses viewing skills and strategies to understand and interpret visual media
- Standard 10. Understands the characteristics and components of the media

#### Geography

- Standard 4. Understands the physical and human characteristics of place
- Standard 5. Understands the concept of regions
- Standard 6. Understands that culture and experience influence people's perceptions of places and regions
- Standard 11. Understands the patterns and networks of economic interdependence on earth's surface
- Standard 12. Understands the patterns of human settlement and their causes
- Standard 14. Understands how human actions modify the physical environment
- Standard 15. Understands how physical systems affect human systems
- Standard 16. Understands the changes that occur in the meaning, use, distribution and importance of resources
- Standard 17. Understands how geography is used to interpret the past
- Standard 18. Understands global development and environmental issues

#### Thinking and Reasoning

- Standard 1. Understands and applies the basic principles of presenting an argument
- Standard 2. Understands and applies basic principles of logic and reasoning
- Standard 6. Applies decision-making techniques

#### World History

- Standard 36. Understands patterns of global change in the era of Western military and economic dominance from 1800 to 1914
- Standard 38. Understands reform, revolution, and social change in the world economy of the early 20th century
- Standard 40. Understands the search for peace and stability throughout the world in the 1920s and 1930s
- Standard 42. Understands major global trends from 1900 to the end of World War II
- Standard 43. Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up



## Center for Civic Education

### NSS-C.9-12.1 Civic Life, Politics and Government

What are Civic Life, Politics, and Government?

- What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

### NSS-C.9-12.3 Principles of Democracy

How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?

- How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
- How does the American political system provide for choice and opportunities for participation?

### NSS-C.9-12.5 Roles of the Citizen

What are the Roles of the Citizen in American Democracy?

- What is citizenship?
- What are the rights of citizens?
- What are the responsibilities of citizens?
- How can citizens take part in civic life?

## National Council on Economic Education

### NSS-EC.9-12.19 Unemployment and Inflation

- The unemployment rate is the percentage of the labor force that is willing and able to work, does not currently have a job, and is actively looking for work.
- The unemployment rate is an imperfect measure of unemployment because it does not: (1) include workers whose job prospects are so poor that they are discouraged from seeking jobs, (2) reflect part-time workers who are looking for full-time work.
- Unemployment rates differ for people of different ages, races, and sexes. This reflects differences in work experience, education, training, and skills, as well as discrimination.

## National Council for the Social Studies

### I. Culture

- I.a. Analyze and explain the ways groups, societies, and cultures address human needs and concerns;
- I.d. Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;
- I.f. Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross - cultural understanding;

### III. People, Places, and Environments

- III.h. Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;
- III.j. Analyze and evaluate social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;

### IV. Individual development and identity

- IV.b. Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- IV.c. Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self.
- IV.e. Examine the interactions of ethnic, national or cultural influences in specific situations or events.
- IV.g. Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;

### V. Individuals, Groups, & Institutions

- V.a. Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society;
- V.b. Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
- V.d. Identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;
- V.e. Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;
- V.f. Evaluate the role of institutions in furthering both continuity and change;
- V.g. Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;



## National Council for the Social Studies Ctd.

### VI. Power, authority, and Governance

- VI.a. Examine persistent issues involving the rights, roles and status of the individual in relation to the general welfare.
- VI.c. Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society;
- VI.e. Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings;
- VI.f. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;

### VII. Production, Distribution, and Consumption

- VII.g. Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;

### IX. Global Connections

- IX.b. Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- IX.e. Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
- IX.f. Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- IXh. Illustrate how individual behaviors and decisions connect with global systems.

### X. Civic Ideals & Practices

- X.a. Eey ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- X.b. Identify, analyze, interpret, and evaluate sources and examples of citizen's rights and responsibilities;
- X.c. Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues - identifying, describing, and evaluation multiple points of view;
- X.e. Analyze and evaluate the influence of various forms of citizen action on public policy;
- X.f. Analyze a variety of public policies and issues from the perspective of formal and informal political actors;

- X.g. Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision - making;
- X.h. Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;
- X.i. Construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern;

## National Center for History in the Schools

### National Standards in United States and World History World History

Standard 2: The search for community, stability, and peace in an inter-dependent world.

Standard 2a: The student understands how population explosion and environmental change have altered conditions of life around the world.

- Analyze how population growth, urbanization, industrialization, warfare, and the global market economy have contributed to environmental alterations.
- Assess the effectiveness of efforts by governments and citizens' movements to protect the global natural environment

Standard 2b: The student understands how increasing economic interdependence has transformed human society.

- Analyze why economic disparities between industrialized and developing countries have persisted or increased and how both neo-colonialism and authoritarian political leadership have affected development in african and asian countries.

Standard 3: Major global trends since World War I

Standard 3a: The student understands major global trends since World War II.

- Assess the degree to which both human rights and democratic ideals and practices have been advanced in the world during the 20th century. [Formulate historical questions]
- Analyze causes of economic imbalances and social inequalities among the world's peoples and assess efforts made to close these gaps.



## National Geographic

### National Geography Standards

- Standard 4: The physical and human characteristics of places  
 Standard 6: How culture and experience influence people's perceptions of places and regions  
 Standard 14: How human actions modify the physical environment  
 Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources  
 Standard 18: How to apply geography to interpret the present and plan for the future

## National Council for Teachers of English/International Reading Association

### Standards for Language Arts

- Standard 1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.  
 Standard 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.  
 Standard 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.  
 Standard 8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) together and synthesize information and to create and communicate knowledge.

## North American Association for Environmental Education Learner Guidelines K-12

### Strand 2: Knowledge of environmental processes and Systems

#### Strand 2.3—Humans and Their Societies

- Individuals and groups—Learners understand the influence of individual and group actions on the environment, and how groups can work to promote and balance interests.
- Culture—Learners understand cultural perspectives and dynamics and apply their understanding in context.
- political and economic systems—Learners understand how different political and economic systems account for, manage, and affect natural resources and environmental quality.
- Global connections—Learners are able to analyze global social, cultural, political, economic, and environmental linkages.
- Change and conflict—Learners understand the functioning of public processes for promoting and managing change and conflict, and can analyze their effects on the environment.

#### Strand 2.4—Environment and Society

- Human/environment interactions—Learners understand that humans are able to alter the physical environment to meet their needs and that there are limits to the ability of the environment to absorb impacts or meet human needs.
- Places—Learners understand “place” as humans endowing a particular part of the earth with meaning through their interactions with that environment.

### Strand 3— Skills for Understanding and Addressing Environmental Issues

#### Strand 3.1—Skills for Analyzing and Investigating Environmental Issues

- Identifying and investigating issues—Learners apply their research and analytical skills to investigate environmental issues ranging from local issues to those that are regional or global in scope.
- Sorting out the consequences of issues—Learners are able to evaluate the consequences of specific environmental changes, conditions, and issues for human and ecological systems.

#### Strand 3.2—Decision-Making and Citizenship Skills

- Evaluating the need for citizen action—Learners are able to decide whether action is needed in particular situations and whether they should be involved.
- planning and taking action—Learners know how to plan for action based on their research and analysis of an environmental issue. If appropriate, they take actions that are within the scope of their rights and consistent with their abilities and responsibilities as citizens.
- Evaluating the results of actions—Learners are able to evaluate the effects of their own actions and actions taken by other individuals and groups.



## GUIDE CREDITS

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David Maduli is an independent educational consultant who has contributed many curriculum guides and conducted various workshops for PBS programs. He has a master's in teaching and curriculum from Harvard Graduate School of Education and continues to work as a veteran Bay Area public school language arts and social studies teacher

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### About ITVS International:

ITVS International is a division of the Independent Television Service that promotes an international exchange of documentary films made by independent producers, bringing international voices to U.S. audiences, and American stories to audiences abroad.

Through a unique public-private partnership called the Global Perspectives Project, ITVS International administers the International Media Development Fund (IMDF) and True Stories: Life in the USA. The IMDF funds international producers and supports the American broadcast of their programs. True Stories: Life in the USA promotes a series of American independent films to audiences around the world.

### About Independent Lens:

Independent Lens is an Emmy® Award-winning weekly series airing Tuesday nights at 10 PM on PBS. Hosted this season by Terrence Howard, the acclaimed anthology series features documentaries and a limited number of fiction films united by the creative freedom, artistic achievement and unflinching visions of their independent producers. Independent Lens features unforgettable stories about a unique individual, community or moment in history. Presented by ITVS, the series is supported by interactive companion websites, and national publicity and community engagement campaigns. Further information about the series is available at [pbs.org/independentlens](http://pbs.org/independentlens). Independent Lens is jointly curated by ITVS and PBS, and is funded by the Corporation for Public Broadcasting (CPB), a private corporation funded by the American people, with additional funding provided by PBS and the National Endowment for the Arts. The series producer is Lois Vossen.

### About PBS:

PBS is a media enterprise that serves 354 public noncommercial television stations and reaches almost 90 million people each week through on-air and online content. Bringing diverse viewpoints to television and the Internet, PBS provides high-quality documentary and dramatic entertainment, and consistently dominates the most prestigious award competitions. PBS is a leading provider of educational materials for K-12 teachers, and offers a broad array of other educational services. PBS' premier kids' TV programming and Web site, PBS KIDS Online ([pbskids.org](http://pbskids.org)), continue to be parents' and teachers' most trusted learning environments for children. More information about PBS is available at [pbs.org](http://pbs.org), one of the leading dot-org Web sites on the Internet.

