



Element 6 The Show It Step: Rewriting History

Conflict Resolution Skills, Social Studies, Environment	Rewriting History
<p>Age Level: 12-18</p> <p>Time: (per culture studied) 1 hour 15 minutes</p> <p>Reading: 15 minutes Conflict Bridge: 30 minutes Videos 30 minutes</p> <p>Resources</p> <p>Paper Conflict Bridge</p> <p>Reading Materials</p> <p>Videos – 7 optional video links appear within the text, to enhance understanding</p> <p>Objectives</p> <p>Students will:</p> <ul style="list-style-type: none">• Compare three indigenous cultures.• Examine an historical and recent conflicts concerning land rights or development issues.• Practice principled responses to historical or personal slights.	<p>Teacher or Self-Guided Learner</p> <ol style="list-style-type: none">1. Read and discuss the background information.2. Watch videos that generate understanding of the issues involved before or after the conflict resolution exercises.3. Make conflict resolution bridge steps.4. Choose a partner to role play on the bridge.5. Practice the “Rewriting History” challenge.6. Discuss the outcome.7. Apply the process to conflicts relating to two other cultures in disparate regions.8. Apply the process to an environmental conflict in a developing region.

The Cherokees – More than a Legend

The Cherokee people who first shared the story of the Turtle's big heart originally lived in the Appalachian Mountains, on 100,000 kilometers of land, spanning the current states of Georgia,



eastern Tennessee, and the western parts of North Carolina and South Carolina in North America. As indigenous people, they had their own language before European settlers arrived. Sequoyah (pictured here) created a written language, so his people could write stories in their native tongue, not only in English.

The Cherokee had always believed in making peace and sharing their land. They had raised crops, built cabins, and lived as a civilized nation. They were surprised by the selfish act of a newcomer wanting to push people off the land when the US politicians

decided to gain more land for their own settlers moving west in the 1800s. Still, President Andrew Jackson convinced the US Congress that settlers should claim the land of all indigenous people as their own. They forced many indigenous tribes off their homelands into camps or resettlement zones, including 4,000 Cherokees, who had to march into Oklahoma in the middle of winter. Many died of the cold or of hunger as they walked this "Trail of Tears."

Like the turtle in the story, the Cherokee people showed strength in peace. By working through their problems with the government over time, they lived a long life. Cherokee nation, 150 years later, signed a self-governance agreement under its own tribal council, with a female chief residing.

Today, at least 340,000 Cherokees try to keep their stories and arts alive, to remember the important messages they want to teach their children, of connections with nature and kindness to others.

What motivated Andrew Jackson?



Andrew Jackson was orphaned by age 14. He had no family members and tried to succeed on his own, first in the military, then as a lawyer, then as a land speculator and politician. His own livelihood and that of his clients would benefit if settlers could push westward and easily take large land tracts. He ran for President of the United States, telling people that he stood for the people's rights rather than the rights of Congress. However, once he won, he

imposed his own right to make kingly decisions even when Congress disagreed, changing American democracy forever.

Jackson tried to restructure banking and runaway inflation, but not all his decisions were good. He had fought in the Indian Wars and cared less about the suffering of indigenous people than about the rights of his friends to claim land in the Appalachian Mountains for gold mining and agriculture. Against the vote of the Supreme Court, he pushed Congress to approve the Indian Removal Act, which took away the rights of indigenous people to

live on their own land. This became the most tragic and least moral decision of his presidency.

How the Cherokees Responded

Sequoyah had already left the homeland by the time the people walked the Trail of Tears, based on predictions this tragic time would come. Tribal leaders had taken the decision to the Supreme Court of the land, but when the President vetoed it, denying them their rights, Cherokee leader John Ross asked his people to go peacefully rather than inflict harm on themselves or others.

Rewriting History Using the Conflict Bridge

Use the steps of the conflict bridge to rewrite history, working with another student or with a family member your age or older.

First review the background information about the US government versus the Cherokees. Each person will act as an advisor to one of the two sides. You will stand facing each other. One person states, “I want” and begins the process. You each act out alternating steps as you move toward one another.

My position is:

I feel the following emotion:

I feel this way because...

I hear you saying that you feel the way you do because:

I can try to show empathy by taking the first step.

I will:



Conflict 1: Improving on—and Keeping--a Treaty

One person will play the role of the advisor to the Cherokees. The other person will play the role of advisor to the US President.

You both know that the President wants settlers to move west onto the mining and agricultural land by forcing the Cherokees to sign away their homeland and move onto resettlement lands. Even the Supreme Court has not succeeded in helping the President understand the importance of listening to others.

As members of different cultures, you have each grown up in loving families with stories and customs that taught you to do the right thing. You must decide what will be in a treaty or not sign one at all. You must make sure the treaty is honored.

Whatever your leaders do in the end, your role will be to help them think of the solutions that will reduce suffering and help people thrive.

Your solutions, by the time you reach the center, must show the values of love, forgiveness and nonviolence. You will show you care for both the people who need a place to live but especially for those being driven away.

How will you rewrite history as advisors to the leaders? Three videos offer additional background on this moment in history.

Online Research

Watch and discuss one or more of the videos below. How did the people use their language, as well as their love, to remind one another that a constant response consistent with their teachings would benefit their people better than war?

2:00 minutes Video on Seminole cave writings

<https://www.youtube.com/watch?v=SsCW0urnrTI>

3:40 video on Andrew Jackson and the Indian Removal Act

<https://www.bing.com/videos/search?q=andrew+jackson+and+cherokee+nation&&view=detail&mid=98F9901541704B758D9198F9901541704B758D91&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dandrew%2Bjackson%2Band%2Bcherokee%2Bnation%26qs%3Dn%26form%3DQBVDMMH%26sp%3D-1%26pq%3Dandrew%2Bjackson%2Band%2Bcherokee%2Bnation%26sc%3D2-34%26sk%3D%26cvid%3D543AC36DD16B4901B88A9EFB998A5237>

3:00 video on the \$20 Bill

In 2016, US President Barack Obama honored a student's request that Harriet Tubman appear on the US \$20 bill instead of Andrew Jackson. The change will occur in 2026.

<https://www.bing.com/videos/search?q=harriet+tubman+on+20%24+bill&&view=detail&mid=03D63C9E3AF39EE78A5403D63C9E3AF39EE78A54&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dharriet%2Btubman%2Bon%2B20%2524%2Bbill%26qs%3DAS%26form%3DQBVR%26sp%3D1%26ghc%3D1%26pq%3Dharriet%2Btubman%2Bon%2B20%26sc%3D8-20%26cvid%3D24544BD75E4843E3B42BC4FA3FAA5534>

30-minute video

Learn more about the Trail of Tears and the descendants of those who walked upon it.

<https://www.bing.com/videos/search?q=andrew+jackson+and+cherokee+nation&ru=%2Fvideos%2Fsearch%3Fq%3Dandrew%2Bjackson%2Band%2Bcherokee%2Bnation%26qs%3Dn%26form%3DQBVDMMH%26sp%3D-1%26pq%3Dandrew%2Bjackson%2Band%2Bcherokee%2Bnation>

<https://www.encyclopedia.com/colombia/colombian-people/colombian-indigenous-people/colombian-indigenous-tribes/colombian-indigenous-tribes-1>

Colombia's Gentle Mountain People

Like the Cherokees, other indigenous people have struggled to keep the rights to their own land. Dr. Adela Castro, who translated the Cherokee stories, comes from Colombia. 1.6% of Colombians represent its indigenous tribes. Each tribe has its own culture and language.

One of these groups, the Arhuaco, live in the Sierra Nevada mountains. The ancestors of the Arhuaco people once lived on the savannahs (plains), before the Spanish settlers drove them into the highlands. These people consider themselves the spiritual stewards of nature. Their wisdom keepers have urged them to care for the balance of nature, but the government has granted permits for gold, coal and natural gas.

The spiritual leaders have pointed out that climate change, mining and drilling affect indigenous and non-indigenous people alike. The 50,000 Arhuaco do not oppose development but, rather, want people co-exist together in peace and protect the land.

Watch the video "Arhuacos' Last Stand."

<https://iwgia.org/en/colombia/3285-arhuacos-last-stand.html>

Compare the Arhuaco people to the Cherokee people. How are they alike or different?

Settlers wanted the land of both groups to mine their natural resources, but modern-day threats to the Arhuaco environment also include climate change. In the struggle to preserve cultural values as well as environments and economies, people need to see through the eyes of each other.

Conflict 2: A Miner and an Indigenous Leader

Resolve a conflict between an Arhuaco leader and a man with a mining permit asking permission to use sacred land to start mining to raise money to feed his own family.



Resettled Basotho Herders

Far away from Colombia, in Southern Africa, Lesotho has highland herders who live off the land, where snowmelt provides the water distributed to towns below. Compare their way of life with that of the Cherokees and the Arhuaco people. Do you think they all have something to offer?

The Basotho people have lived in the country of Lesotho, in southern Africa, since about the 5th Century.

Water is the biggest export of modern-day Lesotho. A large hydroelectric project required that herders and gatherers in the high country leave their land, to be resettled in the more urban lowlands. Some spoke different dialects or did not gather the

same plants as those grown on family farms in the lowlands. The highlanders may not have been happy with their resettlement.



If you lived in the lowlands and suddenly had a new neighbor who did not know your language or customs, you may think the family had been unfriendly or disrespectful by not asking permission to graze their animal nearby.

Resolve a conflict in which two neighbors need to recognize that people everywhere love and want to provide for their families. They may also need to ask what they can learn from one another.

Life's conflicts do not always present a good guy and a bad guy. Remember, all people love their families and want what is best for them. People want the benefits nature provides, even when they want it in the form of electricity.

Conflict 3: A Highlander and a Lowlander

People around the world want and need the benefits energy provides. When they choose renewable energies, rather than fossil fuel energies, lives can improve without contributing to the ill effects of climate change.

Imagine you live in a remote area of a small country. You and your partner belong to a community group responsible for bringing electricity to the region. You want to bring renewable energy to the area and still see through the eyes of the Arhuaco. One partner prefers hydroelectric and one prefers solar energy. You must first learn from the examples of others about these two

technologies. Then, on the conflict bridge, think about the landscape of the region, the needs of Colombians and the words of the Arhuaco as you resolve the conflict.

Conflict 4: Micropower - Sun or Water?

How can people stay on their land without enduring environmental disruption and experience the benefits of technology? With a partner, watch the videos about development rural communities. Take notes on the pros and cons of their choices. You and your partner may then choose which roles to play on the conflict bridge as loving members of a family or community who must choose one renewable energy source or another or a third option of your choosing.

Think about the reasons you value your choice based on love of the people and concern for the land, but also express a loving attitude toward your partner.

Video 1: Micro-hydropower Example What steps did rural Indonesians use to generate power?

<https://www.bing.com/videos/search?q=south+america+electricity+itai+pu&ru=%2fvideos%2fsearch%3fq%3dsouth%2bamerica%2belectricity%2bitaipu%26qs%3dn%26form%3dQBVRMH%26sp%3d-1%26pq%3dsouth%2bamerica%2belectricity%2bitaipu%26sc%3d0-32%26sk%3d%26cvid%3dC5C1232A071D4C64A9A5E9FF20517DCD&view=detail&mid=A594F2167994C6CEF1F3A594F2167994C6CEF1F3&&FORM=VDRVRV>

Video 2: Solar Power Example: See how solar panels changed life in rural Bolivia. (Note that this is a remote area. In more developed communities now, families can plug into systems using their cell phones.)

<https://www.bing.com/videos/search?q=solar+power+rural+communities&&view=detail&mid=07976A2ED8FF325C029C07976A2ED8FF325C029C&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dsolar%2Bpower%2Brural%2Bcommunities%26qs%3Dn%26form%3DQBVR%26sp%3D-1%26pq%3Dsolar%2Bpower%2Brural%2Bcommunities%26sc%3D0-29%26sk%3D%26cvid%3D16C1E74108834A1A90D4C2CC16802C5A>