



**ELA Common Core Content Standards:**

Reading Standards Informational Text 4, 5, 7, 8

Reading Standards: Foundational Skills 1, 2, 3

Writing Standards 2, 3, 8

Speaking and Listening Standards 2, 4

**Estimated duration:** Two 45-min. sessions, with additional time for writing assignment if needed.

**Goal:** Students will learn about the dietary benefits of traditional Native diet and the detriments of a contemporary altered diet. They will learn the connection between physical health and the incorporation of Native foods into the diet.

**Background:** The estimated diabetes rate for the Karuk Tribe is 21%, nearly four times the U.S. average. The estimated rate of heart disease for the Karuk Tribe is 39.6%, three times the U.S. average. The 2005 Karuk Health and Fish Consumption Survey show that the loss of the most important food source, the Spring Chinook Salmon run, is directly linked to the appearance of epidemic rates of diabetes in Karuk families.

The UCLA Center for Health Policy Research reports that people who are food insecure have lower quality diets, which in turn makes them vulnerable to a wide variety of diseases. Children in households with food insecurity underperform academically and are more frequently tardy, absent, and suspended from school (Kleinman et al. 5). Adolescents in homes with food insecurity exhibit mental illnesses such as depression and suicide more often than their peers (Alaimo et al. 781; Gunderson et al. 971).

As stated in Grade 7 Lesson 1, there are manifold reasons to explain the current situation: Our People's intimate and deep relationship to the landscape has been violently disrupted due to colonization and globalization. Land appropriation, the ban on traditional land management practices – especially on cultural burning, and forced assimilation into Western culture has driven many Native people from their traditional homelands. Even those who remain do not have access to traditional foods and medicines.

Additionally, the marginalization of Native cultures and the generations lost to the traditional forms of tribal education through the Indian Boarding School Era have led to what is widely known as intergenerational trauma. And finally, the current threats posed by increasing

frequency and scale of wildfire, continued drought conditions, pest and disease infestation have highly and negatively impacted access to Native foods, fibers and medicinal plants.

For the Karuk and other Native Americans, hunting, fishing and gathering food activities not only contribute to the perpetuation of indigenous culture, but also are subsistence living measures with physical and mental well-being, as well as economic benefits. The local tribes of this region worked with the environment to produce enough food to sustain themselves, the wildlife and health of the environment on which they depend. The many strenuous activities required to maintain food security also ensured the physical and mental fitness of Native peoples, young and old.

<b>Theme/Big Ideas:</b>	Food Sovereignty, Climate Change and Tribal Health
<b>Big Questions:</b>	How are the choices we make in the foods that we eat related to our physical and mental health, and the health of the environment?
<b>Vocabulary:</b>	Acquisition; Analysis; Climate Change; Consumption; Diabetes; Epidemic; Justice; Logistics; Obligation; Sovereignty; Ecological Footprint* <i>*denotes repeated vocabulary word from a previous lesson</i>

**Materials:**

**The United Nations Declaration on the Rights of Indigenous Peoples** (included)  
**Overview of “Effects of an Altered Diet”** (included)  
**Vocabulary and Writing Assignment: Native Health** (included)

**Session 1**

**Discussion:** If you have had students follow up Grade 7 Lesson 1 with a personal ecological footprint log, ask them if they think that by monitoring their expenditures of the earth’s resources, they would change their behavior over time to act in a way that is responsible to the environment and its inhabitants. To introduce the concept of sovereignty, prompt discussion with the following questions:

- If someone else, like your parents, limits the amount of water and energy you can use to maintain your daily routine, do you think that you are free to determine your own lifestyle? Why and why not?
- If a government passes laws on and regulates the amount and form of water and energy that the local industry and public can use, do you think that this damages or protects human and environmental health?
- If there is a cap on water use that is limited to what an individual needs for their reasonable personal needs, how can this affect the following stakeholders: homeowners with large yards, families with small children, individuals who produce all their own food, store and business owners, farmers, individuals who gather, hunt and fish for their own subsistence?

- How could rules and regulations be written so that people could maintain their health and the natural environment could be preserved and enhanced?
- Is there a difference between personal and communal freedom? Why and why not?

**Preparing to Read:** Tell students that many people believe that the laws and regulations that governing nations have passed to protect the communal freedom of their constituents do not actually protect the communal freedom of their indigenous peoples. Today's lesson text is a brief summary about **The United Nations Declaration on the Rights of Indigenous Peoples**. Explain to them that the United Nations (UN) is an international organization, with headquarters in New York City, formed to promote international peace, security, and cooperation under the terms of the charter signed by 51 founding countries in San Francisco in 1945. The United States is one of these founding countries, and the number of Member States has grown to 193 (number as of July 17, 2016). This organization works on economic and social development programs, improving human rights and reducing global conflicts.

Tell students that the United Nations Declaration on the Rights of Indigenous Peoples is often referred to by its acronym: UNDRIP. The declaration's preamble, which is an introductory statement, was written out of concern that indigenous peoples have suffered from historic injustices as a result of their colonization and dispossession of their lands, territories and resources, "thus preventing them from exercising, in particular, their right to development in accordance with their own needs and interests."<sup>1</sup>

**Read Aloud:** Have students take turns reading **The United Nations Declaration on the Rights of Indigenous Peoples**.

**Drawing Conclusions/Making Judgments:** Ask students to reference the relevant Article numbers in their arguments, if applicable, and prompt discussion by asking the following:

- Why do you think this declaration was adopted by the United Nations' General Assembly?
- Why do they think the United States and other U.N. member states originally voted against the UNDRIP's adoption?
- How could these articles affect the right of Native peoples – and those living within the borders of their ancestral territory – to secure Native foods and medicines?
- Are there any articles mentioned that do not pertain to the rights of indigenous peoples to make choices regarding their personal health? Why or why not?

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<sup>1</sup> United Nations Declaration on the Rights of Indigenous Peoples, p. 2.  
[http://www.un.org/esa/socdev/unpfii/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf), retrieved 2016-06-20.

*Note: If the question of whether Article 25 pertains, you may need to point out that spiritual practices of Native peoples very often are directly related to maintaining and enhancing the health of their Native food resources, the health of plants, animals, land and water, and people in general.*

- What do think would happen if the U.S. government passed the UNDRIP into U.S. law?
- How might the UNDRIP and its goals of restoring sovereignty to indigenous peoples be related to tribal health?

*Note: You may need to explain that sovereignty is a country/tribe's independent authority and the right to govern itself.*

## Session 2

**Preparing to Read:** Ask students if they are familiar with diet-related disease such as diabetes and cardiovascular disease. Have volunteers explain what these are to the class. If this has not already been directly addressed, tell them that the estimated diabetes rate for the Karuk Tribe is 21%, nearly four times the U.S. average, and the estimated rate of heart disease for the Karuk Tribe is 39.6%, three times the U.S. average. Then ask them how the UNDRIP and its goals of restoring sovereignty to indigenous peoples might be related to reversing the upward trend of diabetes prevalence in Native communities.

Tell students that they will be reading an overview of some of the main points made in a research paper contracted by the Karuk Tribe titled: **The Effects of Altered Diet on the Health of the Karuk Peoples**. Published three years before the UNDRIP, it is now one of the most cited references regarding the connection between tribal health, food systems, traditional and contemporary land and resource management, and tribal sovereignty.

**Reading:** Have students silently read **General Overview: The Effects of Altered Diet on the Health of the Karuk Peoples**.

**Activity:** In groups or as individual work, have students fill in the relevant articles that each bullet point pertains to in the **United Nations Declaration on the Rights of Indigenous Peoples** text. Follow up activity by having students take turns reading the bullet points of the **General Overview: The Effects of the Altered Diet of the Karuk** aloud, and after each point call for volunteers to read their suggestions as to which article is addressed.

**Vocabulary and Writing Assignment:** Pass out the vocabulary list and writing instructions. Students should complete assignment after one week.

## The United Nations Declaration on the Rights of Indigenous Peoples

The “United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)” was adopted by the General Assembly on Thursday, 13 September 2007, by a majority of 144 states in favor, 4 votes against (Australia, Canada, New Zealand and the United States) and 11 abstentions (Azerbaijan, Bangladesh, Bhutan, Burundi, Colombia, Georgia, Kenya, Nigeria, Russian Federation, Samoa and Ukraine). While as a General Assembly Declaration it is not a legally binding instrument under international law, it does reflect the commitment of the UN’s member states to support the rights of Indigenous Peoples. All four member states that voted against have their origins as colonies of the United Kingdom, and have large non-indigenous immigrant majorities and small remnant indigenous populations. Since then, all four countries have moved to endorse the declaration in some informal way in which it would not actually become binding law in court.

On December 16, 2010, President Obama declared that the United States was endorsing the Declaration. The decision was announced during the second White House Tribal Nations Conference after three consultation meetings with Native Americans and more than 3,000 written comments on the subject. The endorsement also included several interpretations of the meaning of the Declaration, and calls for “a process of meaningful consultation with tribal leaders,” but does not require the agreement of those leaders before actions addressed in those consultations are taken.<sup>2</sup>

The Declaration talks about the importance of the cultural diversity and individual and collective human rights of indigenous peoples. The main aim of the document is to encourage working together for the good of Indigenous Peoples, and recognizes the importance of subsistence living, health, traditional lands and rights to its resources, and religious expression. The following texts deal explicitly with these “rights,” and are taken from the original UNDRIP<sup>3</sup>.

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<sup>2</sup> U.S. Department of State (2010-12-16), Announcement of U.S. Support for the United Nations Declaration on the Rights of Indigenous Peoples. <http://www.state.gov/documents/organization/184099.pdf>, retrieved 2016-06-20.

<sup>3</sup> United Nations Declaration on the Rights of Indigenous Peoples. [http://www.un.org/esa/socdev/unpfii/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf), retrieved 2016-06-20.

Article 20

1. Indigenous peoples have the right to maintain and develop their political, economic and social systems or institutions, to be secure in the enjoyment of their own means of subsistence and development, and to engage freely in all their traditional and other economic activities.

Article 24

1. Indigenous peoples have the right to their traditional medicines and to maintain their health practices, including the conservation of their vital medicinal plants, animals and minerals.

Article 25

Indigenous peoples have the right to maintain and strengthen their distinctive spiritual relationship with their traditionally owned or otherwise occupied and used lands, territories, waters and coastal seas and other resources and to uphold their responsibilities to future generations in this regard.

Article 26

1. Indigenous peoples have the right to the lands, territories and resources which they have traditionally owned, occupied or otherwise used or acquired.

Article 29

1. Indigenous peoples have the right to the conservation and protection of the environment and the productive capacity of their lands or territories and resources. States shall establish and implement assistance programs for indigenous peoples for such conservation and protection, without discrimination.

Article 31

1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.

Article 38

States, in consultation and cooperation with indigenous peoples, shall take the appropriate measures, including legislative measures, to achieve the ends of this Declaration.



Name: \_\_\_\_\_

## General Overview: The Effects of the Altered Diet of the Karuk,

*Excerpt from the original text by Kari Norgaard<sup>4</sup>*

*Read the following overview of an analysis of current and past food consumption as they relate to the health of the Karuk People. Correlate each statement to relevant articles in the United Nations Declaration on the Rights of Indigenous Peoples. The first example is given.*

- The diet of the Karuk people has shifted dramatically since European contact due to denied access to traditional foods. The dramatic decline in eel and salmon populations that once supplied over half the Karuk diet has occurred within the lifetime of most adults alive today. *Related UNDRIP Article(s): 20, 24, 26*
- The loss of the most important food source, the Spring Chinook Salmon run, is directly linked to the appearance of epidemic rates of diabetes in Karuk families. *Related UNDRIP Article(s): \_\_\_\_\_*
- The elimination of traditional foods including multiple runs of salmon, Pacific Lamprey, sturgeon and other aquatic species has had extreme adverse health, social, economic, and spiritual effects on Karuk people. *Related UNDRIP Article(s): \_\_\_\_\_*
- Prior to contact with Europeans and destruction of the fisheries, the Karuk people were amongst the wealthiest in California. Today they are amongst the poorest: poverty and hunger rates are amongst the highest in the State and Nation. Median income for Karuk families is \$13,000 and 88.4-91.9% of tribal members in Siskiyou County live below the poverty line. This dramatic reversal is directly linked to the destruction of the fisheries resource base. *Related UNDRIP Article(s): \_\_\_\_\_*



<sup>4</sup> Norgaard, K. (2005). The Effects of Altered Diet on the Health of the Karuk Peoples, Karuk Tribe. Full text found at <http://pages.uoregon.edu/norgaard/pdf/Effects-Altered-Diet-Karuk-Norgaard-2005.pdf> , retrieved 2016-06-20.

- Historic fish consumption for the Karuk Tribe is estimated at 450 pounds of salmon per person per year or 1.2 pounds per day. Estimates for 2004 are less than 5 pounds of salmon per person per year. *Related UNDRIP Article(s):* \_\_\_\_\_
- Traditional diet, especially salmon, is an important factor in both the prevention and treatment of diabetes. Traditional foods are higher in protein, iron, zinc, Omega 3 fatty acids and other minerals and lower in saturated fats and sugar.  
*Related UNDRIP Article(s):* \_\_\_\_\_
- The estimated percentage of Karuk Tribal members suffering from diabetes is 21%, 4 times the U.S. average. *Related UNDRIP Article(s):* \_\_\_\_\_
- The estimated rate of heart disease for Karuk Tribal members is 39.6%, three times the U.S. average. *Related UNDRIP Article(s):* \_\_\_\_\_
- Diabetes is associated with severe and costly complications such as blindness, kidney failure, lower- extremity amputations and cardiovascular disease, disability, decreased quality of life and premature death that affect American Indians.  
*Related UNDRIP Article(s):* \_\_\_\_\_
- The United Nations recognizes the right to food security and food sovereignty. Access to traditional food sources of salmon are a basic human right.  
*Related UNDRIP Article(s):* \_\_\_\_\_
- Cultural benefits of the use of traditional food include beliefs about food healthfulness and spiritual provisioning, economic benefits, and place in the social fabric of community life.  
*Related UNDRIP Article(s):* \_\_\_\_\_





## Vocabulary and Writing Assignment: Native Health

*Review the vocabulary words below and compose a typed one-page opinion piece responding to the following statement: **Tribes should (or shouldn't) be able to exercise rights to Food Sovereignty.** Correctly use as many of the vocabulary words possible, and address the following concepts: Native Foods and Native Health, Ecological Footprint, Tribal Sovereignty, Human Rights, and Environmental Justice. Your opinion piece will be graded on content, complete and accurate use of vocabulary and punctuation in sentences, and the use of introduction, body and conclusions to structure your opinions.*

**Acquisition:** to come to have often by one's own efforts

**Analysis:** a careful study of something to learn about its parts, what these parts do, and how they are connected

**Climate Change:** a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.

**Consumption:** to use, eat or drink up, to destroy

**Diabetes:** a serious disease in which the body cannot properly control the amount of sugar in the blood because it does not have enough insulin

**Epidemic:** spreading widely and affecting many individuals at one time

**Justice:** the quality of being fair or just, based on concepts such as morality, right, and/or law

**Logistics:** the commercial activity of transporting goods to customers

**Obligation:** an act of making oneself responsible for doing something

**Sovereignty:** a country/tribe's independent authority and the right to govern itself

**Ecological Footprint:** the impact of a person, company or community on the environment, expressed as the amount of land, water, air and natural resources to produce the goods and services for a particular lifestyle and the disposal of the wastes produced