Artifact Box: Defending Indigenous Water Rights

From your earlier study, you know Tribes in Washington state have been working towards the preservation and protection of their tribal fishing and water rights for many years, but many indigenous peoples from around the world have also been struggling to protect and preserve their water rights. The tribes of the Pacific Northwest and Plateau serve as a model for indigenous people around the world. Work in groups of ______ to create an artifact box that represents the knowledge an international environmental lawyer might use in defending the water rights of an indigenous group.

Names of Group Members:

Your Artifact Box must include at least eight (8) artifacts, such as:

- An **index card telling the 5 W’s** (who, what, where, when, why) of the Mapuche struggle for water rights.
- A **written dialogue** of at least ten exchanges about water culverts and tribal fishing rights. In your conversation discuss cost of repair, location and number of culverts, and how the culverts restrict fish passage ways.
- A **timeline of tribal fishing rights** (YES! You can use the timeline you created earlier, but the timeline can only count as one artifact)
- A **chart** to show what you’ve learned about the force development has on tribal rights. Include as many of the following developmental forces as you can: hydroelectric dams, roadway culverts, logging, irrigation projects, mining, and demand for bottled drinking-water. Make sure to connect each developmental force with the effect on tribal rights.
- A set of five **newspaper headlines** for tribal water rights.
- A **PhotoJournal** with at least 10 pictures that tell the story of tribal water rights.
- A **Venn Diagram** comparing a local tribe’s struggle for water/fishing rights with that of the Mapuche struggle for water rights.
- A **one-page biography for a tribal member** who was or is involved with protecting tribal water rights.
- **OTHER** (get teacher’s approval first):