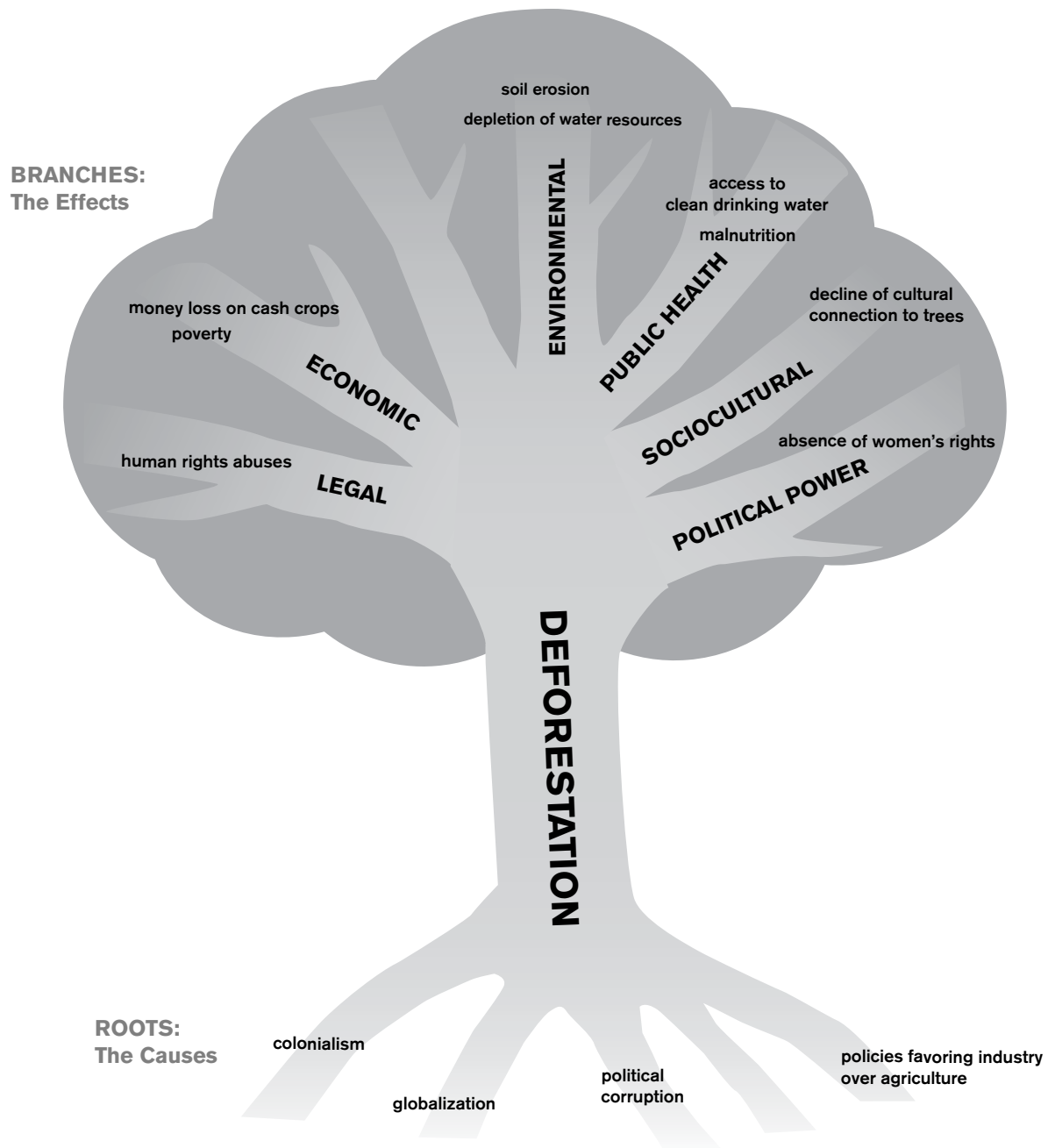


Teacher Handout A: The Tree of Interconnectedness

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

"It was during this time that our country was suffering from tribal conflict. When a person from one tribe becomes the President, he almost gets the key to the national resources. And his tribesmen believe they can remove members of another tribe from lands."

—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

"The British came with the utmost force of terrorism. We were moved out and for six years that was the way people lived."

—Kamoji Wachiira, Environmental Activist

"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



Teacher Handout B: TAKING ROOT Quotes Ctd.

"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

"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



Teacher Handout B: TAKING ROOT Quotes Ctd.**Non-violent Protest/Civil Disobedience**

"I was in prison for six years and the charges were sabotage, belonging to an underground organization, and publishing seditious publications."

—Kang'ethe Mungai, Human Rights Activist

"And that's what we did; we brought our blankets and our mattresses. A few mothers and some supporters. And we said we shall wait there until the sons are released. We stayed that night, we did not eat, we only drank. And no sons came. The second day we waited. Again the whole day, and no sons came. The third day, no sons came. By the third day, a lot of people had begun to come who were themselves victims of torture. And for the very first time in this country people narrated the torture they had gone through and men would cry tears as they narrated that story."

—Wangari Maathai

"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

"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



Teacher Handout B: TAKING ROOT Quotes Ctd.**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 C: Civic Strips

GRASSROOTS

CIVIC ENGAGEMENT

COMMUNITY ACTION

CIVIC ACTION

ACTIVISM

COMMUNITY ORGANIZING

CITIZEN INVOLVEMENT



Teacher Handout D: Strategies

Write this list on a sheet of flip chart paper. Add any tactics that the students identify. Post in front of the classroom.

- **Acts of protest:** These include speeches, public meetings, marches and street theater, which bring public attention to an issue.
- **Non-cooperation:** This includes strikes, boycotts and civil disobedience, which are intended to halt or interfere with an industry, business or political system.
- **Non-violent intervention:** This includes occupations, blockades and hunger strikes.
- **Community organizing:** This includes outreach, advocacy/skill-building workshops, town halls, vigils and documentary film screenings.
- **Media advocacy:** This includes focus groups, public opinion polling, cultivating relationships with journalists and paid advertising.
- **Engaging the international community:** This includes letter-writing, web publicity campaigns and connecting with NGOs and politicians in other countries with an interest/stake in the issue.
- **Civic education:** This includes plays, photojournalism/art shows, short films and websites organized around bringing awareness to an issue.
- **Environmental education and restoration:** This provides opportunities for the public to learn about an environmental issue and participate, i.e. tree planting, vacant lot cleanup and beach conservation.
- **Networking:** This includes meet & greet events and online communities.
- **Capacity building:** This includes “training the trainers” and leadership seminars
- **Public health awareness and education:** This includes school presentations, health screenings and counseling.



Teacher Handout E: Examples for Issues, Strategies, Impact (Student Handout A)

Note: This is not inclusive, but it offers possible answers. Students may have other findings.

ISSUES	STRATEGIES	CHALLENGES	IMPACT
What the citizens were addressing	How the issues were addressed	The challenges/obstacles the citizens faced as they put strategies in motion	The impact of the strategies on the issues addressed
Deforestation	Planting trees as a form of community organizing or mobilization	Logging and development continue; planting of trees is not culturally appropriate	Reforestation, empowered women, improved health, gains in momentum of movement and in membership
Plans to tear down Uhuru Park to build a skyscraper	Wangari writes to British government about the project.	Moi debases Wangari	International community withdraws funds.
Sons in prison as political prisoners	Women gather in/occupy Uhuru Park.	Attacks by government troops	The women gain media and government attention, other citizens rally behind them, the sons are released from prison.
Government gives away tracts of Karura Forest for development	Tree-planting mission; yearlong protest	Deforestation continues during protest	Becomes a national issue; after a year of protest, all construction in Karura Forest was stopped; Moi gives up.



Teacher Handout F: Assignment Rubric, Activity 1

Criteria	6	5	4	3	2	1
Content	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.
Presentation	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



Teacher Handout G: Assignment Rubric, Activity 2

Criteria	6	5	4	3	2	1
Content	Excellent, well-developed investigation. Makes a sophisticated, nuanced comparison showing similarities and differences. Covers topic in-depth with excellent details and examples. Knowledge of subject is excellent.	Good, developed investigation. Makes a good comparison showing similarities and differences. Covers topic with some details and examples. Subject knowledge is good.	Sufficient, developed investigation. Makes a clear comparison showing similarities and differences. Includes essential knowledge about the topic. Subject knowledge appears to be satisfactory.	Contains some investigation of similarities and differences. Includes the most important information about the topic with one or two factual errors.	Insufficient investigation of similarities and differences. Includes some of the important information with several factual errors.	Lacks investigation into similarities and differences. Content is minimal and there are several factual errors.
Presentation	Comparative study is well-organized with clearly labeled sections. Layout is dynamic, making excellent use of color and graphics. Shows original thought and creativity.	Comparative study is well-organized with clearly labeled sections. Makes good use of color and graphics. Shows some original thought and creativity.	Comparative study is organized and labeled. Makes use of color and graphics. Shows some original thought and creativity.	Comparative study is organized and some sections are labeled. Uses some color and graphics. May show some creativity and original thought.	Comparative study 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 distract from the content. Writing is somewhat legible or is in pencil.

Scoring Guide:

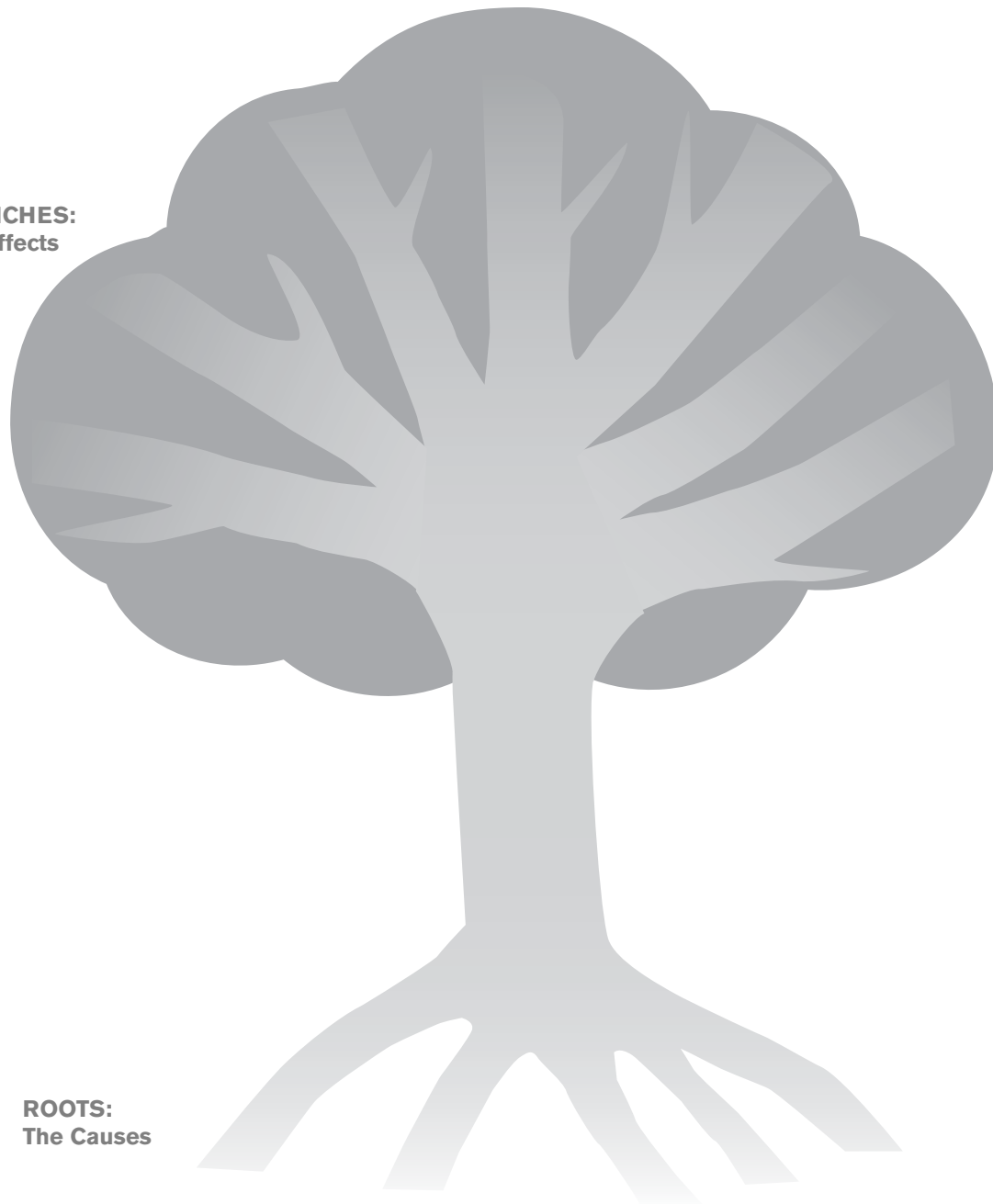
- 6 Exemplary**
Complete, correct, comprehensive
- 5 Accomplished**
Complete, correct, comprehensive
- 4 Satisfactory**
Complete, correct
- 3 Developing**
Complete, incorrect
- 2 Unsatisfactory**
Incomplete, incorrect
- 1 Unsatisfactory**
Incomplete, incorrect



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*



Student Handout C: Issues, Strategies, Impact

As you view the TAKING ROOT Video Module, begin to fill in the chart. You may complete the chart with your partner after the film is over. In the chart, write:

- The issues Wangari and her colleagues were addressing
- The strategies they used to address the issue
- The challenges they faced
- The impact of their citizen action strategies

ISSUES	STRATEGIES	CHALLENGES	IMPACT
What the citizens were addressing	How the issues were addressed	The challenges/obstacles the citizens faced as they put strategies in motion	The impact of the strategies on the issues addressed
<i>Example:</i> Deforestation	Planting trees as a form of community organizing or mobilization	Logging and development continue; planting of trees is not culturally appropriate	Reforestation, empowered women, improved health, gains in momentum of movement and in membership

