

Food Sovereignty – Native Alaskan Subsistence

Grade 8 --- Language Arts, Springboard Unit 2, Replacement Lessons

Introduction

These lessons will replace 14 pages (151-165; Activity 2.12) in the Level 3 Springboard book. This SB unit focuses on persuasive writing, with an embedded assessment that consists of writing a persuasive essay. The replacement unit will include lessons addressing the issue of subsistence rights in Alaska.

The purpose of this collection of lessons will be to introduce middle school students to the important issue of Food Sovereignty and Native Alaskan subsistence in the state at the same time that we are studying persuasive techniques and improving persuasive writing skills. Students hear the term “subsistence rights” on the radio and in Alaskan news, but many do not understand what this means. It is a complex issue that is paramount to understanding Native Alaskan history and current issues of concern within the state and our community.

Unit Overview

This unit consists of several lessons that will replace Springboard lessons in the Level 3 book (Unit 2) with choices that are more culturally relevant and locally stimulating than the typical “school dress code” types of choices offered to students in persuasive techniques units. The readings will allow students to understand the issue of subsistence rights for Native Alaskans and examine the issue from the perspective of Alaska Natives, Alaska lawmakers, and from a historical perspective. The unit includes one non-fiction informative article from the New York Times, and four editorials written by Alaskans.

These lessons are constructed to give students an introduction to this complex and intricate issue, with a long history behind it. Developmentally, at the middle school level, the students should be culturally aware enough to define the terms, understand the basic concerns of Alaska Natives, grasp the counterarguments that have been presented in favor of limiting subsistence rights, and read about the historic Katie John case. It is also timely, in that Governor Parnell recently reopened the Katie John decision in fall of 2013, and this is a current event that should be clear to our students.

As a result of this unit students will understand:

- Meaning of necessary vocabulary terms such as sovereignty, subsistence, oversight, appeal, rural vs. urban, rural preference, etc.
- The effectiveness of the persuasive techniques used in the readings, such as red herring, emotional appeal, cause and effect, testimonial, etc.
- Basic history of Native Alaskan subsistence rights in Alaska
- Specifics of the Katie John lawsuit, which follows a well-known case of subsistence rights in Alaska
- Basic tenants of the laws associated with subsistence rights

As a result of this unit students will be able to:

- Explain the current issues surrounding Native Alaskan subsistence rights
- Understand the differing points of view in terms of supporting Native subsistence rights or limiting subsistence rights in Alaska

Literacy Emphasis

Students will read non-fiction writing and analyze for persuasive techniques. Students will also read and research non-fiction informational texts to gain understanding of the history of subsistence rights in Alaska.

Tlingit Educational Significance

Subsistence rights are vitally important to Alaska Natives, and it is an issue that should be understood by all Alaskans. Students will learn the laws associated with subsistence rights, looking at ANSCA, ANILCA as well as state and federal laws.

Tlingit Elder or Culture Bearer Role

A culture bearer could speak with first-hand knowledge about fish camps, historical fishing sites in our local area, and the ways that the Tlingit population harvests and shares its food.

It would especially be important for a culture bearer to address the ways that Tlingits combine traditional ways of harvesting food with modern additions as well. Students could learn from a culture bearer about the issues concerning subsistence rights in the Juneau area.

A culture bearer who was knowledgeable in regard to subsistence issues and laws would also be someone who would be beneficial for students.

Culminating Project or Event

The culminating assessment for this unit is to write a persuasive essay. Students may choose to write about a subsistence issue if they wish, but there will be no culminating event.

Lesson Description	Needed Supplies	Literacy Strategies	Academic Vocabulary
<p>1. Introduction of topic and marking nonfiction text (approx 90+ min)</p> <p>Discuss the concept of Food Sovereignty and Subsistence rights in Alaska.</p> <p>Prepare the article from NY Times by numbering paragraphs and predicting the article’s information based on the title.</p> <p>Read the article and mark the text. There will be questions that arise as you read...be prepared to stop and answer questions about historical precedent and other relevant information.</p>	<p>-Copies of the NY Times Article “Alaska Torn Over Rights to Live Off The Land”</p>	<p>Discussion of Topic</p> <p>Read “Alaskans Torn Over Rights to Live Off Land” NY Times – mark the text</p>	<p>-Subsistence -Food Sovereignty -Rural -Urban -Amend</p>
<p>2 Historical Timeline</p> <p>Give a 20-minute Cornell Note Lecture regarding the history of the Katie John decision. This will include problems that were felt before Ms. John filed her lawsuit, what prompted her to file the lawsuit, and how the courts ruled on the lawsuit.</p> <p>Make sure that you are clear about the choice that the governor needed to consider once the decision was made,</p>	<p>- Cornell Note paper</p>	<p>- Summarize information</p>	<p>-Appeal -Amend -Priority</p>
<p>3 RAFT – Perspective and how people look at the same thing in different ways (approx 70 min)</p> <p>Students will view a few short video clips and attempt to put themselves into the perspective of those who are affected by subsistence rights.</p>	<p>- Springboard Book - computer, projector and access to YouTube for short videos - RAFT worksheet</p>	<p>RAFT Poem/QuickWrite Collaboration</p>	<p>-RAFT -Role - Audience - Format - Topic - Perspective -</p>
<p>4 Read Both Sides of the Issue – Mark the text on these two pieces of writing from the Anchorage Daily News. (60 minutes)</p> <p>Editorial One – Governor Knowles Fumbles Katie John Case– Students will read the editorial, making notes of the persuasive technique used by Loren Leman</p> <p>Editorial Two – Subsistence Battle Reopened – Anchorage Daily News Students will read the editorial, making notes of the persuasive technique used by the ADN editorial staff</p>	<p>- copies of the two editorials - highlighter pens to mark text</p>	<p>Mark Text</p>	<p>-Ethos, Pathos, Logos (persuasive categories) -“Call to action”</p>
<p>5. Discuss and Outline</p> <p>A. Discuss issue as a class, and determine the best persuasive techniques to convince others to a) take action and/or b) agree with your beliefs</p> <p>B. Complete an OUTLINE as though you were going to write your opinion into an essay</p>	<p>- outline sheet</p>	<p>- Brainstorming/outlining - categorize information</p>	<p>- opinion vs. fact - thesis -</p>

Suggested Pacing

This chart can be used for estimating time need to teach each lesson.

Lessons	55 Minute Class Sessions
1 Intro and Read NY Times Article	2
2. Historical Timeline and Cornell Note Lecture	1
2 RAFT – discuss strategy, complete top half of page 150 in SB book, complete RAFT activity centered on fish camp	1 ½ -2
4 Two editorials/mark and discuss	1 - 1½
5 Discussion and OUTLINE of persuasive essay	1 ½ - 2
Total Class Sessions	7 - 9

Standards Addressed in this Unit

Reading Standards for Informational Text Grades 6 - 12

Grade 8

- ☞ Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
- ☞ Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific words choices on meaning and tone, including analogies or allusions to other texts.
- ☞ Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- ☞ Determine an author’s purpose and point of view in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- ☞ Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- ☞ Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing Standards for Grades 6 - 12

Grade 8

- ✿ Write arguments to support claims with clear reasons and relevant evidence. (a-e)
- ✿ Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
- ✿ With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
- ✿ Draw evidence from literary or informational texts to support analysis, reflection and research (a, b)

Speaking and Listening Standards for Grades 6 - 12

Grade 8

✎ Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly. (a-d)

✎ Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

✎ Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Teacher Preparation for Unit

You will need access to

- A photocopier
- Copies of articles, worksheets, etc. (included)
- Document reader
- Access to projector to show YouTube videos

LESSON PLANS

Lesson 1

<p>1. Introduction of topic and marking nonfiction text (approx 90+ min)</p> <p>Discuss the concept of Food Sovereignty and Subsistence rights in Alaska.</p> <p>Prepare the article from NY Times by numbering paragraphs and predicting the article’s information based on the title.</p> <p>Read the article and mark the text. There will be questions that arise as you read...be prepared to stop and answer questions about historical precedent and other relevant information.</p>	<p>NEED</p> <p>-Copies of the NY Times Article “Alaska Torn Over Rights to Live Off The Land” -Highlighters -Doc Reader to assist students</p>	<p>VOCAB</p> <p>-Subsistence -Food Sovereignty -Rural -Urban -Amend</p>
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<p><u>Essential Question of Unit:</u> How does the state’s stance on subsistence rights affect the people of Alaska?</p>	<p><u>Primary Lesson Question:</u> How do different people in Alaska feel about subsistence rights?</p>		
<p>Lesson Topic:</p>	<p>Introduce the concept of subsistence rights and how this issue affects Alaska and Alaskans</p>		
<p>Strategies:</p>	<p>- pre-lesson journal, discussion, close reading, marking text,</p>		
<p>Springboard Extension:</p>	<p>Grade 8th</p>	<p>Unit Unit 2</p>	<p>Lesson # Lesson 2.12</p>

<p>Objectives:</p> <ul style="list-style-type: none"> - understand what the terms subsistence and food sovereignty mean - mark the text in the New York Times article to assist in understanding the information - discuss how you think this issue affects Alaska and Alaskans 	<p>Assessment:</p> <p>- Teacher will collect the marked text to assess each student’s marks. Student marks should show a deliberate attempt to understand the information and synthesize the issue.</p>
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Duration: Approx 90 min.

Materials: Journal, highlighters

English Academic Vocabulary: -Subsistence, Food Sovereignty, Rural, Urban, Amend

Steps

Introduction:

Journal – Upon entering the class, have the students journal in a 3-minute timed session to answer this question: *If the fish in a certain area are running lower than is healthy for the ecosystem, then fisheries biologists usually recommend cutting back on harvesting fish for a set amount of time. If this became necessary, who do you think should be the people who get the rights to the fish first: Commercial fisherman, Alaska Native subsistence fishermen, Tourist sport fishermen, Alaskan sports fishermen? Defend your answer with explanations of why you prioritized them as you did.*

After students are done, we'd discuss their choices and why they made them. Then I would segue into the academic terms, "Food Sovereignty" and "Subsistence". *You may want to review the NAFSA article about Food Sovereignty to familiarize yourself with the mission of NAFSA.*

Learning Activities

- 1. Students will learn new vocabulary surrounding subsistence rights**
- 2. Students will predict the purpose and information of the New York Times article based on the title, "Alaska Torn Over Rights to Live Off The Land"**
- 3. Next, students will number the paragraphs and then read the article closely, marking the text for important information and relevant details.**
- 4. As students are reading, either aloud or silently, write on the board to ensure they understand the people and the issues in the article.**

Closure and Assessment

Collect and assess the papers to look at markings and make sure they are marking text in ways to remember ideas and information.

Closure: give an oral "quiz" or use white boards to ask comprehension questions to assure basic knowledge of the situation.

LESSON PLANS

Lesson 2

<p>1. Historical Timeline and Cornell Note Lecture on Katie John Case (approx 55 min.)</p> <p>Prepare a lecture to allow 8th graders to grasp the timeline of the issue of subsistence rights in Alaska.</p> <p>You may write the questions/notes on the Cornell paper and display under the document reader, or allow students to take notes themselves based on their comfort level with note-taking.</p>	<p>NEED</p> <ul style="list-style-type: none"> - Cornell Note Paper form - Doc. Reader or white board 	<p>VOCAB</p> <ul style="list-style-type: none"> - lawsuit - “Act” (gov’t) - ANILCA - compliance - appeal - navigable
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<p><u>Essential Question:</u> How does the state’s stance on subsistence rights affect the people of Alaska?</p>	<p><u>Primary Lesson Question:</u> Who has challenged the State of Alaska on the issue of subsistence? How has the issue of food sovereignty and subsistence changed over time?</p>		
<p>Lesson Topic:</p>	<p>This lesson will cover the Katie John case and how it has become important in regard to subsistence in Alaska This lesson will cover the history of the subsistence issue in Alaska</p>		
<p>Strategies:</p>	<p>- lecture, discussion, notetaking,</p>		
<p>Springboard Extension:</p>	<p>Grade 8th</p>	<p>Unit Unit 2</p>	<p>Lesson # Lesson 2.12</p>

<p>Objectives:</p> <ul style="list-style-type: none"> - understand how subsistence and food sovereignty issues have affected our state and its Constitution, politics and court systems - take notes to solidify knowledge of Alaskan history in regard to subsistence and food sovereignty 	<p>Assessment:</p> <p>- Teacher will assess the Cornell Note-taking papers of students at the end of class.</p>
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Duration: Approx 55 min.

Materials: Journal, highlighters

Steps

Introduction:

Begin by asking students what they already know in terms of important Alaska dates, i.e. when did Alaska become a state, which number is it in the US, how many governors have we had, etc.

Learning Activities

- Students will prepare their notes for Cornell Note-taking
- Display the timeline under the document reader. Discuss the timeline as needed, and decide which are relevant in order to achieve a fundamental understanding of the situation/issue.
- Students will take Cornell-style notes during the lecture on the History of Subsistence Issues in AK
- Stop as needed to define words that may hinder understanding of the issues
- Review students' notes as you walk through the room

Closure and Assessment

- At the end of the lesson, pass back the NYTimes articles (marked)
- Have students discuss and compare their notes and make changes/additions as needed.
- In table groups, discuss what they have learned so far: What is new? What is surprising? What is their feeling so far in regard to the issue?
- Answer questions; let students know that the next day we will be doing some writing from multiple perspectives.
- Create a short (approx. 5-question) quiz to give students as a formative assessment to make sure they are understanding the basic issue of subsistence rights. A sample question might be, "Why is it legal for the federal government to take over control of the waters?" or "What would the state of AK have to do in order to take control of the navigable waters again?"

LESSON PLANS

Lesson 3

<p>1. RAFT – Springboard technique (approx 55 min.)</p> <p>RAFT stands for Role, Audience, Format and Topic.</p> <p>Students will view the videos on YouTube and “put themselves in another person’s shoes”</p> <p>- Have students complete the top half page 150 in SB book; this exercise will help them understand two different perspectives of the same topic. Discuss what the desires and motivations are for each group (i.e. A teen not wanting curfew is motivated by fun, peers, etc. A parent who wants a curfew is motivated by safety, good choices, etc.)</p> <p>Watch a couple of short videos about fish camp/Alaska or view series of photos of fish camp Suggestions: http://www.youtube.com/watch?v=cow6KdzK9qk -(50 sec. – fish wheel) http://www.youtube.com/watch?v=KUv5XDOyuJU --(45sec - fish camp) http://www.youtube.com/watch?v=DgEn39j_WA - (3 min – fish camp) http://www.youtube.com/watch?v=Qo30sgNQI1c -- (2 ½ min - seal)</p> <p>After fish camp, view a video of “combat fishing” on the Kenai today to give other perspective. Here are two suggestions: http://www.youtube.com/watch?v=2qr36DT8IvU -- (2 ½ min) http://www.youtube.com/watch?v=rj8DloHmLDI -- (2 ½ min)</p>	<p>NEED</p> <ul style="list-style-type: none"> - YouTube videos, - RAFT worksheet 	<p>VOCAB</p> <ul style="list-style-type: none"> -Role -Audience -Format -Topic - Perspective - Priority
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<p><u>Essential Question:</u> How does the state’s stance on subsistence rights affect the people of Alaska?</p>	<p><i>Primary Lesson Question:</i> How do different people have conflicting thoughts about subsistence rights?</p>		
<p>Lesson Topic:</p>	<p>Examine how perspective and role affect how a person views a topic View examples (video) of fish camps and set netting on the Kenai and attempt to visualize and understand the subsistence fishery issue in Alaska</p>		
<p>Strategies:</p>	<p>- RAFT, discussion in table groups and as a class</p>		
<p>Springboard Extension:</p>	<p>Grade 8th</p>	<p>Unit Unit 2</p>	<p>Lesson # Lesson 2.12</p>

Objectives: - use the RAFT technique to practice looking at several sides of an issue and to solidify understanding of “role” and “audience” - use video to help students feel a connection to the issue of subsistence.	Assessment: - RAFT papers will be turned in at the end of the lesson
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Duration: Approx 55 min.

Materials: RAFT papers, videos, SB book

Steps

Introduction:

Students will complete the top of page 150 in their Springboard books.

Learning Activities

- Students will learn about the RAFT technique for delving more deeply into a text or idea
- Students will complete the RAFT paper looking at subsistence, and fishing through a few different lenses. On the first side, the format is the same – a letter to the governor. However the role will be different to allow students to again practice their ability to see two sides of an issue and persuade the governor to believe their view.
- View the YouTube videos on fish camps as well as the set-net on the Kenai River
- Offer an exemplar opening sentence to the governor and example of a short descriptive piece when students are writing from the perspective of the salmon. They will enjoy that part.
- The writing will take a while.
- Teacher should read exceptional samples aloud to the class as they are writing in order to promote quality work.

Closure and Assessment

- Next, students will discuss their papers in table groups and/or as a class.
 - Who feels passionately about this issue?
 - Why is it such a touchy subject?
 - What different attitudes do people have regarding nature and resources?

LESSON PLANS

Lesson 4

<p>4 Read Both Sides of the Issue – Mark the text on these two pieces of writing from the Anchorage Daily News. (60 minutes)</p> <p>Editorial One – Governor Knowles Fumbles Katie John Case– Students will read the editorial, making notes of the persuasive technique used by Loren Leman</p> <p>Editorial Two – Subsistence Battle Reopened – Anchorage Daily News Students will read the editorial, making notes of the persuasive technique used by the ADN editorial staff</p>	<ul style="list-style-type: none"> - Copies of the two editorials - Highlighter pens to mark text 	<ul style="list-style-type: none"> -Ethos, Pathos, Logos (persuasive categories) -“Call to action” - encroachment (Leman letter) - euphemism (ADN letter)
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<p><u>Essential Question:</u> How does the state’s stance on subsistence rights affect the people of Alaska?</p>	<p><u>Primary Lesson Question:</u> How do other people</p>		
<p>Lesson Topic:</p>	<p>How has the issue of food sovereignty and subsistence changed over time? Who is Katie John and how has she become important in regard to subsistence in Alaska?</p>		
<p>Strategies:</p>	<p>- marking text, close reading, discussion</p>		
<p>Springboard Extension:</p>	<p>Grade 8th</p>	<p>Unit Unit 2</p>	<p>Lesson # Lesson 2.12</p>

<p>Objectives:</p> <ul style="list-style-type: none"> - read non-fiction articles and identify methods of persuasion used - mark the text of articles and discuss the similarities and differences offered in the arguments - discuss two sides of an issue using text evidence to support opinions and facts 	<p>Assessment:</p> <ul style="list-style-type: none"> - No assessment other than checking marked text
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Duration: Approx 55 min.

Materials: Articles, highlighters

Steps

Introduction:

- Pass out the two articles and discuss
- Review the terms Ethos Pathos Logos and Call to Action
- Remind students to mark the text by numbering paragraphs which makes it easier to reference the text when discussing the articles with peers or the class as a whole.

Learning Activities

- Students will begin by marking the text while reading the Loren Lemman letter entitled “Knowles Fumbles Katie John Case”.
- Discuss Ethos, Pathos, Logos as used in the article. Bring attention to ¶2 when he appeals to emotion by showing respect for John. Then in ¶3 he moves away from John and turns his argument into one about state’s rights. This is a way to appeal to Ethos – trust – as he describes what is best for the state.
- Topic sentence ¶4 says “not good for Alaska” and he continues his appeal to the pride in state over the emotional appeal of doing what is right for Katie John.
- His call to action is “everyone give up a little...”
- Next, The “Subsistence Battle Reopened” article has a clear thesis in ¶2: “...governor might be better off to think about moral...” This is an appeal to Ethos and Pathos. Who can we trust?
- Look at the word assault in ¶4: discuss connotation.
- Look at the word euphemism in ¶10: discuss how this is also a racial issue
- The “BOTTOM LINE” is another way to say “CALL TO ACTION”
- Finally, discuss the merits of each article/argument and how the techniques used are effective (or not)

Closure and Assessment

- As closure, read aloud the “Katie John Staked a Just Claim” article – this is like a memorial to John when she passed away last May, and is a respectful article crediting her with her involvement in the subsistence issue.
- No assessment – will occur in Lesson Five

LESSON PLANS

Lesson 5

<p>5. Discuss and Outline</p> <p>A. Discuss the subsistence issue as a class.</p> <p>B. Narrow it down to whether or not the student believes that the Constitution should be altered to allow for subsistence priority or not.</p> <p>C. As a class, determine the best persuasive techniques to convince others to a) take action and/or b) agree with your beliefs</p> <p>D. Complete an OUTLINE as though you were going to write your opinion on subsistence into an essay</p>	<p>NEED</p> <ul style="list-style-type: none"> - Outline paper - Copies of all articles we've covered in class, as well as the Cornell Notes 	<p>VOCAB</p>
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<p><u>Essential Question:</u> How does the state's stance on subsistence rights affect the people of Alaska?</p>	<p><u>Primary Lesson Question:</u> How would you convince others to believe the same as you about subsistence rights?</p>		
<p>Lesson Topic:</p>	<p>This lesson will prepare the students for their embedded assessment: write a persuasive essay. Students will choose a side for the argument and complete an outline.</p>		
<p>Strategies:</p>	<p>- outlining, brainstorming, organizing thoughts</p>		
<p>Springboard Extension:</p>	<p>Grade 8th</p>	<p>Unit Unit 2</p>	<p>Lesson # Lesson 2.12</p>

<p>Objectives:</p> <ul style="list-style-type: none"> - Practice writing a thesis statement in anticipation of the Embedded Assessment for Unit 2 - Understand how to organize a persuasive essay 	<p>Assessment:</p> <ul style="list-style-type: none"> - Teacher will assess the Cornell Note-taking papers of students at the end of class.
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Duration: Approx 55 min.

Materials: Outline paper, all materials from previous lessons

Steps

Introduction:

- Have students gather all materials from this unit: articles, Cornell notes, RAFT paper, and any other information they have.

Learning Activities

- First, review the embedded assessment for this unit and discuss the purpose of a persuasive essay
- Review the writing process and discuss the importance of brainstorming and planning
- Have students fill out the “Stance Sheet”
- **Writing Prompt:**
 - Where do you stand on the issue of subsistence priority in Alaska? State your opinion in a thesis statement and use persuasive techniques to convince your readers to believe as you do.
- Prepare an outline in preparation of an essay. (Let them know that they will not be writing the actual essay; but planning is extremely important.)
- Complete the outline sheet
- Share with your writing buddy/peer. Once the peer has evaluated your outline and given you suggestions for improvement and clarification, make edits.

Closure and Assessment

- Final assessment: turn in outline, stapled to all notes and marked texts. This will go in the students’ writing portfolios to assist when they begin the embedded assessment at the end of Unit Two in Springboard. Students have a choice for their persuasive essay, and may choose subsistence rights as their topic.

Native American Food Sovereignty Alliance Call to Action

Restoring Native food systems is an immediate and fundamental need for the continued survival and physical and spiritual wellbeing of Native peoples and our Mother Earth – now and into the future. The costs of doing nothing – and the potential benefits of action – are massive. The Native American Food Sovereignty Alliance (NAFSA) is dedicated to restoring the Indigenous food systems that support Indigenous self-determination, wellness, cultures, values, communities, economies, languages, families, and rebuild relationships with the land, water, plants and animals that sustain us. NAFSA brings people, communities (rural, remote and urban), organizations and Tribal governments together to share, promote and support best practices and policies that enhance dynamic Native food systems that promote holistic wellness, sustainable economic development, education, reestablished trade routes, stewardship of land and water resources, peer-to-peer mentoring, and multigenerational empowerment. NAFSA works to put the farmers, wildcrafters, fishers, hunters, ranchers and eaters at the center of decision-making on policies, strategies and natural resource management. We commit to take collective and individual action to address food sovereignty, and to build the necessary understanding and awareness among our Peoples, Nations, leaders and policy-makers, as well as our youth and coming generations, to make it a continuing reality.

The issue of Food Sovereignty from a tribal perspective was recently the subject of an interview with A'dae Romero (Cochiti Pueblo/ Kiowa) on the radio show, *What's for Dinner*. A'dae is currently a candidate in the LL.M. Program in Agricultural & Food Law at the University of Arkansas School of Law. She works with the Indigenous Food & Agriculture Initiative at the Law School.

She founded and serves as the Executive Director of Cochiti Youth Experience, Inc., a non-profit organization created to create opportunities for Cochiti youth to engage in traditional Pueblo farming as an important process to create a healthy, sustainable, and viable community.

<http://beforeitsnews.com/agriculture/2013/10/food-sovereignty-and-native-american-food-systems-2448802.html>

While the local food movement is well recognized in the media and popular culture, a local food/ food sovereignty movement has been gaining strength among native tribes in the U.S. without gaining much outside attention. That is changing.

Pati Martinson and Terrie Bad Hand, Directors of the Taos County Development Corp. (TCEDC) have been working toward a Native American Food Alliance since 2008. That alliance is now a reality. The first meeting was held at the recent First Nations LEAD conference at Mystic Lake Casino and Hotel, Prior Lake, Minnesota. The following Call to Action was adopted.

July 12, 1999

Alaska Torn Over Rights to Live Off the Land

By SAM HOWE VERHOVEK, New York Times

KWETHLUK, Alaska— In the clearings along the broad Kuskokwim River where the Yup'ik Eskimos set up what they call their "fish camps," this is a busy time. Families are racing to catch, cut and cure the fish that will last them a year, and salmon turn scarlet as they hang by the hundreds to dry in the early summer sun.

James Nicori and his family were up until 3 the other morning, stringing fish and stoking the alderwood in the smokehouse, not that the time of day matters too much at a point in the season when it does not get dark at all. In August it will be time for gathering berries and wild celery out in the bush. In the fall the men will hunt caribou.

To a remarkable degree, thousands of native people still live off the land here in the Alaskan tundra, taking 90 percent or more of what they eat every year from the great back country, the rivers and the Bering Sea. "This," Mr. Nicori said, beckoning to the Kuskokwim and the vast bush land beyond, "is our supermarket."

But 40 years after Alaska became a state, 20 years after land-claim disputes in the oil rush led Congress to give the people known as "subsistence gatherers" priority rights to fish and game, and 10 years after the state's highest court declared that protection unconstitutional because such natural bounty was for the "common use" of all Alaskans, the debate has reached a crisis point.

Cheering the natives but enraging sportsmen's groups and the state's commercial fishing industry, which are both largely white, Interior Secretary Bruce Babbitt announced recently that the Federal Government would take over allocation of fishing rights and schedules in federally owned sections of Alaska, nearly two-thirds of the state, on Oct. 1 unless the State Legislature acted. State lawmakers could keep Washington from doing so, Mr. Babbitt said, if they agreed on a constitutional amendment to guarantee a "subsistence priority" in times of shortage for those who rely on the land and rivers here for their primary food supply.

But the state's Republican-controlled Legislature has not reached accord on a measure to put before the voters, prompting the Democratic Governor, Tony Knowles, to warn that they could be letting in "the Trojan horse of Federal management" in a state that fiercely values its last-frontier style of independence.

In many ways, the debate over Alaska's subsistence culture starkly echoes those elsewhere over affirmative action, creating similar racial tensions. The natives say the issue is their civil rights, while the sportsmen say the natives are demanding "special rights" and unfair quotas.

But this fight is not over schools, contracts or employment, but over food and a way of life that in some respects has remained strikingly unchanged for centuries.

"This is not 19th-century history here, some historical injustice we can do nothing about today," said George Irvin, policy director for the Alaskan Federation of Natives, which represents the Eskimos, Indians and Aleuts in their battle for subsistence rights. "These are the last aboriginal Americans still striving to live as they always have, on their homelands. There has to be room in the American system for them to survive."

To an outsider, the dispute at first seems eminently solvable. After all, the subsistence gatherers take only 2 percent or 3 percent of the state's fish and game harvest a year, and polls show that at least 60 percent of Alaskans favor granting priority rights to such people. And the issue mainly arises in times of scarcity, which come every few years when regulators determine that fish are running low in some rivers or that caribou or moose herds have thinned.

But allocating these rights can be immensely complicated, which partly explains why the Legislature has so far failed, despite years of trying, to resolve the issue.

Who, exactly, should be defined as a subsistence gatherer? Although subsistence is rooted in native cultures, some white people also live off the land, while many natives live in Anchorage and Fairbanks and are just as likely to shop in a supermarket or eat at McDonald's as a nonnative.

Furthermore, insuring subsistence gatherers the ability to carry out a traditional way of life sometimes means, say, closing off rivers for several weeks to everybody else. That not only irritates those who fish as a hobby but possibly makes the difference between profit and loss in the season of a commercial fishing operator.

Beyond the logistical considerations, it is clear that the issue has touched a deep emotional nerve.

That is particularly true for nonwhite Alaskans, or native peoples, as they prefer to call themselves, who were the majority in Alaska into the 1940's but now make up only about 15 percent of the state's population. Many native leaders complain of mistreatment by the white majority, a sentiment clearly in evidence at a rally in Anchorage in May in which native groups pressed for protection of subsistence rights.

"Apartheid is alive and well and it lives in the Arctic, it lives in our schools, and I'm sad to say it lives in the halls of the State Legislature," Desa Jacobsson, who is Gwich'in Indian on her mother's side and Yup'ik Eskimo on her father's, told the crowd. Ms. Jacobsson, who ran unsuccessfully for Governor last year as the Green Party candidate, was jailed briefly several years ago after a subsistence fishing protest.

But strong emotions are also felt by many whites, whose numbers swelled from migration in the oil rush of the 1970's, but also include many who were born here and feel they, too, are natives.

"Our adversaries marched for 'special rights' -- and called it civil rights," says a brochure produced by the Alaska Outdoor Council, one of the principal groups representing sportsmen and sportswomen in the state. It urges members to fight efforts to "enshrine that terrible Federal subsistence law in our state's Constitution."

That law, Title VIII of the Alaska National Interest Lands Conservation Act, was passed by Congress in 1980, establishing a subsistence priority, loosely defined as applying to rural residents of the state and thus covering what it termed the "customary and traditional" uses of subsistence gatherers. That measure guaranteed that in years of low yield, steps should be taken to guarantee that those gatherers had first rights to the harvests of fish and game. It grew out of an agreement a decade earlier, reached in the rush to clear a right-of-way for the building of the Trans-Alaska Pipeline, that native subsistence rights would be protected.

But those are the protections that the state court later deemed unconstitutional. And, after years of prodding the state to change its Constitution, the Federal Government is set to wield its hammer, in the form of Secretary Babbitt's threat to take over fishing management on federally owned property in Alaska.

The state has been managing fishing on those lands and has asked to keep doing so while it tries to work out language to protect subsistence rights, but Mr. Babbitt said earlier this month he was disappointed that the Legislature had not brought the issue before voters and that it was time to act.

About half of Alaska's 100,000 native peoples live off the land to a significant extent, according to the Alaska Federation of Natives. For some, that may mean taking only a third or so of their food from the land. But thousands, like Mr. Nicori and his family here on the Kuskokwim, get 90 percent or more this way.

The food involved runs the gamut, from berries and roe air seaweed to fish, moose, caribou, arctic hare and the parka squirrel.

The natives who live off the land are hardly living in the past. In many of their villages, there are motorboats and snowmobiles, satellite television dishes and Coca-Cola.

"There's no way you can stop it completely," said 64-year-old Mary John, laughing as she skinned a huge bucketful of herring one recent afternoon with her 14-year-old granddaughter Kimberly Kassaiuli in the village of Newtok, in southwestern Alaska. "Kids do like the taste of potato chips."

Across the village, hard by the Niutag River, several of Stanley and Elizabeth Tom's eight children were inside the house, watching a Disney "Mighty Ducks" cartoon movie as they also gutted and intricately braided fish with tundra grass, then hung them for drying. Except for a big bowl of rice, lunch that afternoon at the Toms' small home came from the land: half-smoked salmon, dried herring dipped in seal oil, salmon berries preserved last fall. "This is a big part of who we are and what we are all about," said Mr. Nicori, here on the Kuskokwim, who had nearly 100 king salmon and hundreds of smaller reds and chums hanging on the lines and in the smokehouse at his fish camp. "It is something we must never lose, no matter how modern the world becomes."

Under the current system, the state gives priority in some cases to subsistence gatherers. For instance, they were allowed to fish in the Kuskokwim for several weeks this year before it opened to commercial operators. But critics challenge that system, saying it is not strong enough to guarantee protection in all cases, as would the Federal law, which Mr. Babbitt wants enshrined in the state Constitution.

From 1994 to 1998, several rivers in southwest Alaska had poor fish runs, and around Bristol Bay, the state had to deliver fish caught elsewhere to nearly 100 communities, an act of compassion that was also deeply wounding to those who survive off the land.

Governor Knowles is expected to call one more special session, probably in September, in a last-ditch bid to avert the Federal takeover of fishing regulations on the Government's lakes and rivers.

Though both sides say they are open to compromise, it is not clear that much common ground exists. And an unlikely alliance of forces may work against an agreement: natives who favor the Federal action and conservative lawmakers who could reap considerable political hay out of the anger that a Federal intervention could spark among many white Alaskans.

Ron Somerville, a board member of Territorial Sportsmen Inc., one of the oldest and largest sportsmen's groups in the state, said it made no sense "to allow our state to institute a bad Federal law that discriminates against our own residents."

But Myron Naneng, president of the Association of Village Council Presidents, representing 56 native villages here in the Yukon-Kuskokwim Delta of southwest Alaska, put the matter in very different terms.

"We are a very law-abiding people," Mr. Naneng said. "But when obeying the law means that our children go hungry, something is wrong with the law."