

Group #1: Roles with descriptions

Suggested number of roles: 5-6

Ideas for roles:

- The Navajo/Dine, Pueblo of Zuni, Hopi, Ute, Ute Mountain Ute, and Paiute Nations
- Local elected officials from San Juan County or State of Utah officials
- An environmental group
- Bureau of Land Management or another agency that would have archeologists and scientists weighing in on the value of a monument designation (National Park Service, National Forest Service)
- Extractive industry representatives
- Locals in the area who have been living/farming/ranching on the land for years, and are now finding themselves facing restrictions
- People employed by the oil industry or ranching/farming industries who may find their livelihood threatened
- Tourists, international and domestic
- School groups and or education centers
- Law enforcement/emergency responders
- Hataalii
- Animals
- Weather/wind/rain
- Plants
- Geologic land forms/land

Group #2: Background for the role play and setting up the role-play

- Visit Education Center
- Visit Bears Ears
- PBS Documentary The Battle For Bears Ears
- News Articles – Multiple Perspectives
- Youtube Video from Diné
- Map Comparisons
- Personal Visit / Video from Involved Parties

Research: Pre-Park

Ute

Hopi

Navajo

Paiute

Zuni

Farmers

Mining

Environmentalists

Recreationalists

Obama's Monument

Present designation

Group #3: Ways to situate the monument designation in historical patterns to enable students to conduct a critical analysis

Have students interview local people about historical policies:

- Boarding Schools
- Allotment to Individuals
- Rules
- Indian Removal

Historical Analysis:

Moab	Land	Communities	Political Representation
Tourist	Coal	Indigenous	Farmers
	Mining	Government	Private Owners

Discuss people's relationships to the land before the arrival of the Spanish, use Rethinking Columbus maps on p. 155 to show dispossession of Native lands since 1492, situate the current controversy in this history

Neighboring Communities with Federal Land

Colonization
Federal Land/Protected Lands
Interviews
Spaniards/European Influences
Antiquities Act

Group #4: Extensions to enable further analysis and action

- Readers Theater
- Math – size, area, economic
- Writing:
 - Digital Media
 - Print Media
 - 6 Word Stories
 - Tweet – 140 Characters
- Socratic Seminar
- Video (Student Made)
- Role Play
- PowerPoint
- Make a Tourism Poster
- Info Graphic
- Art
- Career Fair
- Story Circles
- Sharing Historical Views

- Pick a perspective, make a presentation
- Consensus Document – Create a statement we can all agree on and hold Talking circle to discuss
- 6 possible repercussions, what are outcomes

- Visit Bears Ears & Talk to people to have an understanding of the issue. Do oral interviews.
 - Make a list of what they all agree on
 - Write a letter to one of the groups in the discussion making others aware of the situation
- Have students create a persuasive:
 - Tweet
 - 1 min Video
 - Poster