

*The Standing Rock Sioux  
Challenge the Dakota Access Pipeline*  
**Discussion Guide**  
Grades 5<sup>th</sup> – 10<sup>th</sup>

**Before Reading: to activate schema, build background knowledge, and set a purpose.**

- Preview the title, cover, and illustrations throughout the book to predict the topics of the book.
- Review some vocabulary/terms for the story: indigenous peoples, environmental justice, fossil fuels, protestors, activists,

**During Reading: to engage students, check for understanding, and make connections.**

- How could long-standing treaties between the U.S. government and the indigenous peoples be broken?
- Many tribes that joined the water protectors were not affected by the pipeline. Why do you think they supported the Standing Rock Sioux?
- Do you think the Dakota Access Pipeline (DAPL) protests were worth it, even though the water protectors lost?

**After Reading: to summarize, question, and reflect.**

- Ask: In pairs or small groups, discuss whether you would risk arrest to support a cause you believed in? Why or why not?
- **Extension:** Do you think the Dakota Access Pipeline (DAPL) should have been built? Why or why not?

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, or content.