

Latinxs in STEM:

Berta Cáceres

Representation matters.

“When a girl sees herself as a scientist,
or a boy sees someone with his skin color as a law student,

it plants a seed that this is possible.”

Eva Longoria

LEARNING OBJECTIVES

This resource incorporates activities aligned to the following [Common Core Standards](#):

1. Reading Standards for Informational Text

- **Key Ideas and Details:** (1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text; (2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Writing Standards

- **Text Types and Purposes:** (1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **Production and Distribution of Writing:** (1) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; (2) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

3. Speaking and Listening Standards

- **Comprehension and Collaboration:** (1) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally; (2) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Berta Cáceres



Image source: Front Line Defenders

While watching *Berta Didn't Die, She Multiplied*:

As you watch the video on the legacy of Cáceres, answer the following guiding questions.

Before watching:

Use your prior knowledge or take an educated guess to answer the questions below.

1. **What is an activist?**

2. **What are land rights?**

3. **What do you know about the country of Honduras?**
(location, languages, culture, environment, beliefs, etc.)

1. Who does Cáceres dedicate her award to? And, what award did Cáceres earn?

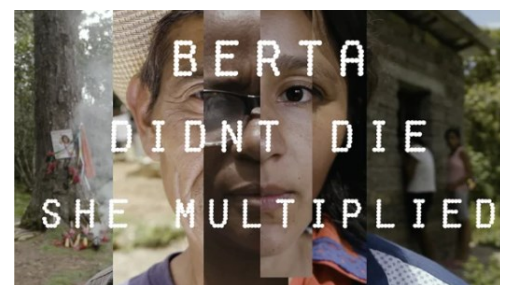
2. What was Cáceres's platform? In other words, what did Cáceres fight for?

3. Cáceres is from an Indigenous community in Honduras. What Indigenous communities are named in the video?

4. Based on the video, what issues do these communities face?

5. What is Cáceres's legacy? How has she impacted her community and many others?

6. Why did the filmmakers name this video "Berta Didn't Die, She Multiplied"? What does this mean or refer to?





Berta Cáceres. Photo courtesy of Goldman Environmental Prize

COPINH was founded in 1993 to defend indigenous Lenca culture, territorial rights and natural resources. Through COPINH, Lenca communities have stopped logging corporations' destruction of their homes, and have organized in a way that challenges patriarchy and

builds women's leadership. COPINH plays a key role in building a broader movement in Honduras and beyond, alongside other Grassroots partners like [La Via Campesina](#) and the [Black Fraternal Organization of Honduras \(OFRANEH\)](#).

COPINH is mentioned many times in the video you just watched but is not really explained or defined. Using the link below, learn more about this organization.

<https://grassrootsonline.org/who-we-are/partner/civic-council-of-popular-and-indigenous-organizations-of-honduras-copinh/>

The main page linked above provides a quick overview of COPINH and features articles about this organization's initiatives under the "related posts" section; take notes and answer the questions below.

- 1. What COPINH? And, what is their main goal?**
- 2. Who does COPINH seek to protect and empower? And, how?**
- 3. Scroll down to the "Related Posts" section and pick one post to analyze. Write the title & author here:**
- 4. In 2-3 sentences, summarize the article you chose.**
- 5. What other organizations or communities are included in the article? And, how do they contribute to COPINH's mission?**
- 6. Pull 2-3 new words from the article. Write them below with their definitions.**



Call to Action

The International Land Coalition includes over 250 organizations across the globe with the goal of protecting all communities' land rights. They are looking to expand their network amongst Indigenous groups in Latin America and currently do not know about COPINH. **Your job is to inform the International Land Coalition on the issues you just learned about, and to convince them to include COPINH in their efforts.** Using information from the video and from the readings you did, write a persuasive essay to identify the current issues that Lenca Communities in Honduras are facing. Be sure to explain how the issue is currently impacting residents and communities and what types of support they need. Use the space below to brainstorm.

Introduction

Hook:

Thesis:

First Body Paragraph: Define the Current Situation in Honduras (*what, who, where, when, how, why*)

Second Body Paragraph: Why should this coalition partner with COPINH? (*what should the International Land Coalition do and what can COPINH offer the coalition*)

Conclusion

Restate your thesis:

Closing statement: