Curriculum Template

Dig Deep CBA @ the Clark County Museum

Lesson Title: Impacts of Dam Construction on the Columbia River

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Do we have permission to publish the contact information? _____X__yes

Course(s): AP Environmental Science

Grade Level(s): 11-12

Summary of Lesson: Study the changes in usage of the Columbia River throughout history and how these changes have impacted the peoples of the region.

Time Required: 3-5 days

CBA Components

Essential Question: How has the construction of dams on the Columbia River impacted the various people of the region?

Central Guiding Question: What impact have dams had on local people, including the politics of electrical production, salmon migration, and travel along the Columbia River?

Required CBA Components:

- Identify and analyze major issues, people, and events in Washington State, U.S., and World History.
- Compare and evaluate competing historical narratives and analyze multiple perspectives.
- Analyze how the environment and environmental changes affect people.

Lesson Plans:

- This activity is designed for students who have successfully completed Washington State History, and are going beyond the basics of geography and political structure.

- Complete the pre-assessment activity included.

- Upon completion of the pre-assessment activity, I will have a group brainstorming activity based on the pre-assessment, to develop a common group mindset, and encourage the expression of ideas in a non-threatening environment. Finish this introduction period with an overview of the expectations for the project.

- Day 2 of the project will be a 3 hour visit to the museum library to utilize the array of books, newsclips and government documents. Notes taken during this visit will constitute a good portion the information needed for the report.
  (an alternative to the field trip would be to make it an individual responsibility to visit the museum. If this is done, it might be wise to extend the due date.)

- Day 3 of the project will be done on campus utilizing the science computer lab. Students will search applicable websites, adding to their knowledge base.

- The project could be individual or group, and could be formatted as a stand alone report or as a report to compliment a presentation. The first time through, I plan on making it a stand alone report.

- This project could be extended in many ways, including:
    - salmon population issues
    - water usage issues (irrigation vs. fish vs. electricity, etc.)
    - displacement of residents, both native and immigrants.
    - polluting factors
    - transportation

Pre-assessment activity:

- Mark the location of all dams on the Columbia River that you are aware of, including names, if known.

- Below the map, write a complete paragraph describing, what you believe, to be the possible impacts on the people, past and present, who inhabit the region.

Student Checklist:

Learning about the history of the Columbia River Dam system

_____ I studied maps and learned the basic geography of the Columbia River.
_____ I learned the evolution of the dam system on the Columbia, including the names of the dams and the date of construction for each.
_____ I learned why the dams were built and their present purpose.
_____ I learned how the dams changed the lay of the land in different ways.
_____ I learned how the dams impacted the Native American way of life on the Columbia.
_____ I learned how the dams have impacted settlers on the river.
_____ I learned how politics and propaganda affect attitudes toward the dams.

Researching the Columbia River Dam system

_____ I collected background information from a variety of sources, such as texts, internet, articles, newspapers, etc. Background information should include key social, economic, political, and geographic issues.
_____ I located maps of the Columbia River system, including dams.
_____ I identified central issues and formulated appropriate questions regarding the affects of dams.
_____ I analyzed sources relevant to the question or event to determine how the sources relate to the question or event.
_____ I used primary sources and background information to determine the impact of particular events.
_____ I completed a graphic organizer containing background information and knowledge gained from the primary and secondary sources.

Writing

_____ I made a draft of my account.
- I developed an historical interpretation of why the events in question occurred.
- I supported my arguments with evidence from at least 3 primary sources.
- I made connections between the primary sources and the events in question.
- I described the impact on people's lives based on what I learned from the sources.
- I described what motivations inspired the construction of the dam system.
- I presented a conclusion with references to the sources within the historical context.
- I cited sources using APA or MLA style.
- I used appropriate voice, word choice, and ideas.
- I used my own words.
- I made clear transitions between ideas.
- I used language and formats appropriate to the purpose and audience.

_____ I revised and edited my work.

Resources:

At the Clark County Historical Museum:

- "History of the Columbia River Valley from The Dalles to the Sea". Fred Lockley. S.J. Clarke Publishing Co. 1928
- "Ferry boats on the Columbia". Robert H. Ruby and John A. Brown. 1966.
- "Power and the Pacific Northwest, History of the BPA, 1937-1976". U.S. Dept. of the Interior.
- Red binder: Columbia River History - News clips, 1930s -.
- Grey Boxes:
  - "Columbia River"
  - "Columbia River Communities"
  - "Columbia River Dams, Power"
  - "Columbia River Transportation"

Internet:

- www.nwcouncil.org/library/2004/2004-1/default.htm
- www.vancouver.wsu.edu/crbeha/home.htm
- www.cwnp.org/naturalist/columbiadams.html

These sites should be looked upon as a starting point.