CURRICULUM UNIT:

“COLUMBIA RIVER: PEOPLE, SALMON, AND THE DAMS”

Freedom Moves West Program: Turning Points in American History

Eastern Washington University / Educational Service District #101

Andy Clark / John Kenlein

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High School - Three Week Unit

Pacific Northwest History
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I. OVERVIEW

A. Synopsis

We would incorporate this unit plan into a teaching assignment in Economics or Pacific Northwest History. It might also apply to U.S. History, but the curriculum is so compressed in American History that including this information might be difficult. The goal of this unit is to prepare student to complete the high school Washington State CBA titled “Causes of Conflict.” To name a few of the materials and events that we would utilize in this unit: 1) a town hall meeting, 2) the text Washington in the Pacific Northwest, 3) educational documentaries, 4) interpreting editorial cartoons, 5) listening to music from the era, 5) writing a Guthrie-esque song, 6) a field trip to Grand Coulee Dam, 7) exploring visual images of the era, 8) timelines, 9) playing modified games, and 10) the classroom based assessment aforementioned.

The town hall meeting is a great activity dealing with this topic. First asking the students to identify possible interest groups dealing with the Columbia River and then honing that list into the major players is a fun activity. In this arena the “big hitters” among others are environmental groups, commercial fishermen, farmers, tax payers, sport fishermen, water recreational users, Native Americans, hydroelectric power companies, Army Corp of Engineers, and government agencies. It is a wonderful thing to show students multifaceted issues and to provide information in a way that is as free of bias. By letting the students uncover information, present it to classmates in a positive work environment and then decide potential outcomes of different scenarios we are empowering them to think critically.

The other types of activities we would hope to accomplish are also important. Examples would include using text, cartoons, video, and a field trip to help keep students engaged. There is a push on the Social Studies teacher to focus on literacy strategies. We would utilize Understanding By Design concepts as well as Cris Tovani reading cognition aides.

The Columbia River is vital to our region. Every time we turn on the light switch it should be in mind. Through enjoyable activities, various stakeholders, and hard hitting information we think this would be a successful unit in the classroom.
B. Goals Statement

1. Content Goals

History

H2.1.3 Compare and analyze major ideas in different places, times, and cultures, and how those ideas have brought about continuity, change, or conflict.

H2.2.3 Analyze how technological developments have changed people’s ideas about the natural world and evaluate their short- and long-term consequences.

Geography

G3.1.3.a Analyze and evaluate the positive benefits and negative consequences of people’s different uses of the environment.

G3.1.3b Analyze how environmental knowledge and responsible action can encourage species’ survival in the midst of air, water, and land issues.

G3.2.3b Analyze how technological innovation may both solve environmental problems and create new ones (Five Themes).

G3.3.3b Analyze how peoples’ responses to policy debates are shaped by cultural influences (Five Themes).

Economics

E1.1.3a Using the concepts of scarcity, choice, and incentives explain the use of a resource.

E1.1.3c Analyze how choices made by groups/individuals can impose costs.

E3.1.3a Analyze costs and benefits of the role of government in establishing and enforcing property rights or contractual agreements to protect the producer and consumer while attending to the public interests.

Washington State History

WSH2.2.3 Analyze how technological developments have changed people’s ideas about the natural world and evaluate their short and long term consequences.
2. **Skills Goals**

Critical Thinking Skills

- **CT3.1.4a** Identify central issue, formulate appropriate question, identify multiple perspectives, compare and contrast, validate data using multiple sources, determine relevant information, and paraphrase problem.
- **CT3.1.4c** Compare benefits and costs, suggest logical alternatives, predict possible consequences, select most effective manner of communicating solution.
- **CT3.1.4d** Hypothesize possible outcomes from an initial event recognizing multiple causes and accidental factors.

Inquiry and Information Skills

- **I1.1.3e** Produce and interpret outlines, charts, graphs, maps, tables, timelines, and decision-making grids that explain problems and/or construct solutions.
- **I1.1.3f** Create a product that uses social studies content to support a thesis and present product in appropriate manner to a meaningful audience.

Interpersonal and Group Process Skills

- **IG2.1.3a** Voice original ideas, demonstrate content knowledge, persuade audience, listen critically and build upon the ideas of others, ask clarifying questions and challenge statements of others, negotiate and compromise.
- **IG2.1.3c** Select appropriate people to gain needed information, identify bias of subject, ask questions to refine and verify understanding.

3. **Goals Narrative**

Upon completion of the unit the students will be able to speak of, write about, and identify bias in information about the Columbia River, hydroelectricity, salmon and dams. The concerns of environmental impact, hydroelectric power, salmon, and Native American culture would stay in their long term memory banks. They will also feel connected to this area appreciating public works projects, intense labor, and music. In providing a broad range of sources, our students will have hopefully formed an opinion of their own.
II. PROJECT MATERIALS

A. Research Materials

1. Books


This is a book for young children. It is a great idea, even though it is not sophisticated, to show this example of literature to students. Many of the huge issues involving development, dams, salmon, and Native American life are present in this book. The importance of salmon to the Native American is the key focus. The reading level is simple. The book is for both teacher and students alike. This may tie into a later assignment we would give our students: create a book/pamphlet for children describing the salmon v. dams controversy.


This visual record honors a place and time gone from view. It restores an unfettered Columbia through more than ninety historical photographs that capture the river as it once appeared. It is complemented with the words of early explorers, surveyors, and naturalists who wrote about specific places along the river and with new works by contemporary American and Canadian writers and poets.


This gentleman is a career fisheries scientist and his book reads like it. The text is a formal presentation to be used as teacher information. The reading level is complicated. It is a valuable reference for information, for information sake. The conclusion does contain critical analysis of the issue.


This is the ultimate in government produced documents. There is no other source about salmon that even comes close to the depth of information provided in “Saving the Salmon.” It provides great information for both student and teacher use. The reading level is unsophisticated. The photos contained in the book are outstanding, as are the graphs, charts, cartoons, schematics, and all other visual references.

This is work that has been critiqued as overstating a case. Mr. Netboy is certainly one of the most important advocates for salmon. Many people feel that the Army Corp of Engineers was cooperative at the Bonneville Dam site. They included the fishery biologists suggested traps, locks, elevators, canals, and ladders on the dam increasing the cost by $7 million. We include it to show that experts can present wonderful information, but other experts might refute that information. This is a book suitable for teacher use. Students would enjoy the fact that an expert can be wrong.


This comprehensive study of the Grand Coulee Dam and Columbia Basin reclamation project provides a complete history of the dam’s construction and its importance to Pacific Northwest history. The author addresses an impressive range of subjects, from the details of building the massive structure, to the local and national political decisions that led to its construction, to the environmental and social changes it wrought on the landscape.


This book offers very geographically specific examples of environmental interactions. The sections most pertinent to our material are Astoria, Columbia Gorge, and The Dalles. It is full of personal stories, not quite oral history quality, but useful to gain understanding. This is for teacher reference solely. The reading level is not difficult.


Any book that includes a forward by the environmental historian extraordinaire William Cronon must be the definitive work on the subject. The book is a great reference for teachers. It does have excellent quotes, graphs, charts, and political cartoons for student use. Nearly everything that a person could hope to find out about fisheries, salmon habitat in the Northwest, and early voting on salmon issues can be found in this book. The reading level of this book is difficult.
2. Media


A video is a nice find. Students would definitely like the short film. It is helpful in understanding the government perspective. The Endangered Species Act is covered, as is commercial fishing, environmental impact statements, improvement to dams, and “The Lower Snake River Juvenile Migration Feasibility Study” in 1999. It is a simple, solid example of government produced opinion. Some will view this as propaganda and wonderful for discussion.

The River –Its People, History and Beauty. KCTS Television. 58 minutes. VHS. 1996.

Set to the music of Woody Guthrie and others, this public television special is a feast for the senses. It provides for a panoramic journey along the legendary Columbia River and captures the intense beauty of a vast and varied natural treasure. It also gives an introduction to a cross-section of people who live and work along the Columbia, including the Chairman of the Colville Indian Tribe; a rock climber who gets an adrenaline rush from climbing the basalt towers along the river; an environmentalist who plants wild flowers along the Columbia River freeway; an 85-year-old fur trapper; and bar pilots who bring huge ships across the dangerous Columbia bar.


In May 1941, Woody Guthrie began working for the Bonneville Power Administration (BPA), a job that required him to write songs to promote development (dams) on the Columbia River. He would later claim that he wrote a song per day during his month-long association with the BPA, making it one of the most productive periods of his life. Several of his best-loved songs came from this period, including "Ramblin' Round," "Hard Travlin'," and "Pastures of Plenty." Columbia River Collection has two strong points to recommend it. First, it collects all of the available material that Guthrie wrote during this time in one place, giving the collection a thematic unity similar to Dust Bowl Ballads. Next, it includes 11 versions of the songs originally recorded in Portland, OR, in 1941, and never before released. Details taken from MSN Shopping website selling this CD.
3. Legal Precedence


U.S. District Judge George Boldt's ruling interpreted the language of treaties made with Washington tribes more than a century earlier. He determined that the treaties -- agreements to move tribes to reservations to make way for white settlers -- reasserted Indian rights to half of the salmon harvests in perpetuity. The following is treaty language at the center of the controversy, and how Boldt interpreted it: "The right of taking fish, at all usual and accustomed grounds and stations, is further secured to said Indians in common with all citizens of the Territory." - Treaty of Medicine Creek, 1854, Article 3. (The first of six treaties negotiated between Washington Territorial Gov. Isaac Stevens and Coastal Salish tribes between 1854 and 1856. All such treaties include variations of this provision.) "By dictionary definition and as intended and used in the Indian treaties and in this decision, 'in common with' means sharing equally the opportunity to take fish ... therefore, non-treaty fishermen shall have the opportunity to take up to 50% of the harvestable number of fish ... and treaty right fishermen shall have the opportunity to take up to the same percentage." - U.S. District Judge George Boldt, U.S. v. Washington, February 12, 1974.

Northwest Power Planning Act

The key portion of this law as it relates to fish follows: 839(6). to protect, mitigate and enhance the fish and wildlife, including related spawning grounds and habitat, of the Columbia River and its tributaries, particularly anadromous fish which are of significant importance to the social and economic well-being of the Pacific Northwest and the Nation and which are dependent on suitable environmental conditions substantially obtainable from the management and operation of Federal Columbia River Power System and other power generating facilities on the Columbia River and its tributaries. [Northwest Power Act, §2(6), 94 Stat. 2698.] (94 Stat. 2698, 16 USC §839)

4. Textbook


This is the text used in many public schools to fulfill the Pacific Northwest History curriculum. It has been widely adopted due to content, pictures, primary sources, and overall quality. We would be assuming this book would be used in the classroom.
5. **Websites**

http://www.wsulibs.wsu.edu/Holland/masc/imagedatabases.htm

This link to Washington State University Holland Library digital archives is amazing. It has hundreds of images and documents to select simply by the click of a button. John Kenlein is a graduate of W.S.U. and therefore proud of this collection.

http://content.lib.washington.edu/index.html

This link to University of Washington libraries digital archives is perhaps more amazing than the previous web link. This web site also has hundreds of images that are pertinent if the study of the Columbia River. Andy Clark is a graduate of U.W. and thereby proud of this collection. Which collection is “better” is still up for debate between the authors.

6. **Sites of Interest**

**Bonneville Dam**

Located in the Columbia Gorge National Scenic Area 40 miles east of Portland, Ore., and Vancouver, Wash., Bonneville Lock and Dam spans the Columbia River and links the two states. The U.S. Army Corps of Engineers operates and maintains Bonneville Lock and Dam for hydropower production, fish and wildlife protection, recreation and navigation. Since 1938, Bonneville Dam has supplied the region with inexpensive electrical power. Today, we work with other federal, state, local agencies and Native American Tribes to accomplish our mission. With one of the largest public viewing facilities in the Corps of Engineers, visitors have lots to see and learn at Bonneville Lock and Dam.

**Grand Coulee Dam**

Also known as “The Eighth Wonder of the Wonder,” the largest reclamation project ever undertaken spans the Columbia River from Coulee Dam to Grand Coulee in north-central Washington. The U.S. Bureau of Reclamation began construction in 1933. When completed in 1942, Grand Coulee Dam was the largest masonry structure ever built. Today the dam is the largest producer of hydroelectric power in the United States and third largest hydroelectric facility in the world. Grand Coulee provides electricity for hundreds of cities and supplies irrigation for more than 500,000 acres of cropland.

**Spokane Fish Hatchery**

This would be the least expensive field trip opportunity for Spokane area students. It is not far away and it is a clean facility. We would definitely have this as a reward incentive for our students. Students would have fun with this trip.
7. Journals/Periodicals


This article shows the power of the Endangered Species Act. A federal judge has the ability to halt logging, road building, etc. by the U.S. Forest Service. The article was originally found in the Oregonian. The great things for student to see in this article are the number of groups out there supporting the environment. In this lawsuit alone the Pacific Rivers Counselor, The Wilderness Society, Oregon Natural Desert Association, Oregon Natural Resource Center, and Hells Canyon Preservation Counsel.


This editorial piece is well written and supports the voice of the salmon well. We must stop them from killing the fish… we must fix the killer dams… these statements are lodged with the Army Corp of Engineers in this open editorial. It would be wonderful to use in the classroom with students because it is succinct.


This Associated Press article includes a great quote “if we do not act now, we will stand to lose much of what makes the Pacific Northwest unique.” This is the sentiment of many people in the region. It is a single page article that students would enjoy. The salmon are a key to the ecosystem in our watersheds health.


Many Native American families were struggling to make ends meet due to limited catch. This article details a few of the stories of the people fishing, government response, and the reaction from non-Native businesses hurt. The primary tribe involved in this fishing is the Yakama Nation.


The remainder of this journal can be used with students. There are numerous articles in this journal that are reprinted with permission. A Sherman Alexie poem about salmon is also included in this work.

This piece is the cover story for this three part series. It is an introductory story setting the stage for many of the articles contained in this special section. Each of these articles is great for student and teacher use. The reading level in this section is not sophisticated. The information contained in this three part series is exhaustive. Producing such a high quality product must be rewarding for those that are part of the process.


This portion of the special deals with the spending of money on projects aimed at saving the salmon and how unsuccessful they have been. The dollar amount is $450 million per annum. This is great information to share with students to show the real cost of serious issues.


An article expressing the Native American perspective is important to include. This piece is about a tribal elder in Kettle Falls explaining the story of how the salmon came to be in the Pacific Northwest. It is a fine example of the oral tradition that many tribes consider so important to carry on information generation to generation.


This article is the third part of the series. It tries to offer solutions and the realities of this problem. To save the salmon runs would require drastic measures. The removal of dams, severe limits on fishing, and continued funding. It is important to note in this article that experts in the field are actually quoted as saying “it may be too late” and “it may be a truly unsolvable problem.”
9. Political Cartoons


The Federal Energy Regulatory Commission and downstream running fish are head to head in this cartoon. There have been many alterations to the turbines and other opportunity to help the fish heading out to sea.


The cartoon depicts a lone salmon standing at a starting line for the great event entitled “Pacific Northwest Salmon Run.” The salmon speaks the words “OK where is everyone.” This is a good cartoon to show the lessening runs, but it is important to note that two years ago and last year the salmon runs were near record breaking. This is not a simple cycle to understand.


This cartoon captures the circular arguments that happen regarding the salmon issue. The circle of blame goes from the dams, Indians, commercial fisherman, polluters, and sport fishermen are all killing the salmon. Ohman is the master of putting information together in a political cartoon form.


This cartoon puts the two primary sides at issue with one another. The power industry and environmental groups are the major players. The power industry is represented by a gentleman in a dark colored suit and the environmental groups are represented with a balding, facial haired caricature. The final portion of the cartoon has the actual salmon split up into parts as if sliced through a turbine. The salmon states that “I’m deeply divided over the issue.”
B. Original Materials

1. Interviews

Personal Interview with Dan Swecker, Washington State Senator 20th District.

Senator Swecker is a family friend who happens to be the State Aquaculture Coordinator. He has insights on the issues that surround ecology and government legislation that are informative. His experience in public office also lends itself to understanding budgetary concerns surrounding these types of issues. He is also a member of the Washington Fish Growers Association. If Dan doesn’t have the answers on hand about a Washington concern, he knows who to contact to get it. He would make a great guest speaker in the classroom.

Personal Interview with Dr. John Osborn, Leading Northwest Environmentalist

Dr. Osborn is a leading voice of environmental issues. He is a wealth of information on nearly every subject about Pacific Northwest ecology. He put together the *Transitions* newsletter which we could use and reference during this teaching unit.

2. Comment

This section has asked the creators of the unit to include “do it yourself” items infused into the curriculum. We would take digital pictures of our first field trip to the dam to place into a power point that would encourage student interest in the years to come.

Aside from these interviews and those pictures, the work is nearly all original. Teaching strategies, gathering resources, and producing a comprehensive unit involve hours of personal work. We are viewing the word “original” as teacher produced materials, not items purchase through a company such as Teachers Curriculum Institute (TCI). On a side note, TCI, Jackdaws, and MindSparks all produce wonderful materials for use in the high school classroom.
III. UNIT PLAN

A. Archive of Teaching Strategies

1. Cinquain Poem (See Attachment A)

   This type of poem is a useful tool that promotes student writing ability in lieu of simple definitions. Students tend to have more of a buy in to this activity because requirements are very clear and the mood is “beatnik.”

2. Post It Note Taking Techniques (See Attachment B)

   Note taking is difficult to prescribe and even more difficult to discern actual thinking. This strategy is modified from Cris Tovani’s influential works entitled “Do I Really Have to Teach Reading” and “I Read It, But I Don’t Get It.” It enables the educator to know if students are making meaning.

3. Literacy Club (See Attachment C)

   Literacy or literature circles are effective tools to allow students to bounce ideas off of one another as long as the teacher has created an environment where the concept can be effective. Students help one another answer questions and usually complete a task to share out to the main group.

4. SOAPS / PERSIA (See Attachment D)

   Great starting points are sometimes difficult to find. These two pneumonic devices, SOAPS and PERSIA can get the ball rolling in nearly any social studies related issue. Either by brainstorming the possibilities or examining something right in front of you, this method is sound.

5. I LEARNED (See Attachment E)

   This idea comes from the KWL concept and is useful especially during note taking from films. Also in the follow up conversation, it is less threatening for students to simply say “this is what I learned”, than to be accountable for the exact fact and details from a complex documentary. It encourages involvement by all levels of student.
B. Unit Plan

1. Understanding by Design Model

ENDURING UNDERSTANDINGS

- Human beings affect their environment.
- Salmon are important species in Pacific Northwest ecosystems.
- Hydroelectric, irrigation, and flood control is vital to the economic success of the Pacific Northwest.
- The Columbia River is a vital part Native American culture in the Pacific Northwest.

ESSENTIAL QUESTIONS

1) How can citizens participate in environmental issues?
2) What is the environmental impact of building dams on rivers?
3) How do people affect their environment?
4) How can we balance complex issues?
## Unit Calendar

### COLUMBIA RIVER: People, Salmon, and Dams

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<th>DAY</th>
<th>DATE</th>
<th>LESSON PLANS</th>
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<td>1</td>
<td>Columbia River Brainstorm Session – PERSIA Model</td>
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<td>TH</td>
<td>2</td>
<td>Video <em>The River – Its People, History, and Beauty</em></td>
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<td>3</td>
<td>Textbook Reading &amp; Vocabulary Assignment</td>
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<td>Woody Guthrie – <em>Columbia River Collection</em></td>
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<td>Timeline/Chronology of the Columbia River</td>
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<td>Password/Taboo/Four Corners Games Day</td>
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<td>TH</td>
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<td>Visual Images from the Columbia River</td>
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<td>10</td>
<td>Field Trip to Grand Coulee Dam – Visitor Arrival Center or Joel E. Ferris Archives at the Museum of Arts &amp; Culture</td>
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<td>Editorial Cartoons from Jack Ohman</td>
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<td>Reading from <em>Hanford and the Bomb</em></td>
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<td>Columbia River Town Hall Meeting</td>
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<td>CBA – In Class Writing</td>
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<td>F</td>
<td>31</td>
<td>CBA – Persuasive Paper Final Copy Due</td>
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LESSON PLAN DESIGN

Title: Columbia River Brainstorm Session – PERSIA Model

Subject: PNWH  
Grade Level: 9

Time Duration: one class period

Materials: Book Cart prepared from the annotated bibliography will remain in class for entire unit, white boards, scratch paper, writing utensils

Overview: This type of brainstorm session is an excellent way to gain excitement and begin to promote interest in the upcoming unit.

Objective: Students will be able to identify the various aspects of life that surround the Columbia River using the social model (ATTACHMENT D).

Activities and Procedures: 1) Students will meet in their literacy groups with scratch paper with the words Columbia River on the white board, 2)
brainstorm session will begin with the aid of their textbook and books from the provided book cart, 3) on white board allow students to write topics/ideas/questions that go with the categories, and 4) identify the stakeholder groups interacting with the river.

**Assignment:** Homework - write a poem about the COLUMBIA using the letters to start each line of your eight line poem C O L U M B I A.

**Conclusion:** This is great place to start the unit exploring how people interact and affect their environment.
DAY 2, Thursday 2\textsuperscript{nd}

LESSON PLAN DESIGN

Title: Video *The River – Its People, History, and Beauty*

Subject: PNWH  
Grade Level: 9

Time Duration: one class period

Materials: DVD, video projection unit

Overview: Film provides great overview of the river and all aspects of society.

Objective: Gain greater background knowledge of the history of the river.
Activities and Procedures: Watch the film and take notes.

Assignment: See ATTACHMENT E from Archive of Teaching Strategies using the “I LEARNED” statements.

Conclusion: Remind students of the different stakeholder positions. People have different motivations regarding the river.
Lesson Plan Design

Title: Reading and Vocabulary Assignment

Subject: PNWH Grade Level: 9

Time Duration: one class period

Materials: textbook

Overview: Initial assignment connecting student with the textbook.

Objective: Familiarization with the text, vocabulary, and visuals about the river.
Activities and Procedures: see below

Assignment: Read p.18 – 19, 142 – 143, 150 – 151, 182, 186 – 187 and

Define:

1) headwaters, 2) confluence, 3) tributaries, 4) hydroelectric, 5) P.U.D., 6) James O'Sullivan, 7) boomtown, 8) Woody Guthrie, 9) cadmium, and 10) breaching.

Conclusion: Using vocabulary associated with the river is valuable.

Language specific to an aspect of society is important to understand.
LESSON PLAN DESIGN

Title: Woody Guthrie – Columbia River Collection

Subject: PNWH  Grade Level: 9

Time Duration: one class period

Materials: Computer or CD player with the Woody Guthrie compact disc.

Overview: These songs are important to the region historically and were used at the time of their creation to support the project.

Objective: Understanding all aspects of the music of Woody Guthrie.

Activities and Procedures: 1) Making certain the Vocabulary is complete from Friday, 2) listen to Guthrie’s songs repeatedly for the first portion of
class, 3) explain the assignment, and 4) play Guthrie songs for the remainder of the period.

**Assignment:** Write a title, two verses, and a chorus for a song that is Woody Guthrie-esqe about school, a fast food restaurant, or business. Also, students will write a Cinquain Poem (ATTACHMENT A) about Woody Guthrie.

**Conclusion:** Historic information and study can include folk songs.
DAY 5, Tuesday 7th

LESSON PLAN DESIGN

Title: Timeline/Chronology of Columbia River

Subject: PNWH  Grade Level: 9

Time Duration: one class period

Materials: timeline photocopies

Overview: Timelines are valuable tools in understand historical sequence.

Objective: The students will analyze information from more than one timeline.
Activities and Procedures: Students in groups of two will take the original two timelines and discern the 10 most important events with justification.

Assignment: Create a timeline of 10 events that you and a partner deem the most important events in the “History of the Columbia River.” Include your reason why for each of the items you select.

Conclusion: A detailed history is supported by events on a timeline. In defining your own timeline, justification of personal selection is a valuable tool.
DAY 6, Wednesday 8th

LESSON PLAN DESIGN

Title: Password/Taboo/Four Corners Game

Subject: PNWH  Grade Level: 9

Time Duration: one class period

Materials:  index cards

Overview:  These activities allow students to play games in class as practice.

Objective:  Have fun with curricular material and retain information.

Activities and Procedures: 1) Students will form groups of two or three, then
2) create 5 cards (Password) with just the vocab word, and 3) create 5 cards
(Taboo) with the vocab word at the top underlined with the 4 most obvious
words to describe that word beneath, 4) cards can be exchanged between
groups for play, 5) play the game “Four Corners” in the classroom with any
information you can split into fours – leaders, dams on the river, tributaries,
major cities along the way, uses of the river, etc.

**Assignment:** In class activities.

**Conclusion:** Games reinforce learning vocab and other aspects of the river.

**DAY 7, Thursday 9th**

**LESSON PLAN DESIGN**

**Title:** Visual Images of the Columbia River

**Subject:** PNWH  
**Grade Level:** 9

**Time Duration:** one class period

**Materials:** visuals taped around the classroom
Overview: Ephemera and photographs of the dam and river are primary sources.

Objective: Use visuals to increase understanding of material.

Activities and Procedures: Students will view each piece in the room and make educated guesses about what the picture is and why the picture is important.

Assignment: In class activity where each student will have a page of observations.
Conclusion: Encouraging students to view pictures/ephemera and make educated guesses is a valuable skill.
DAY 8, Friday 10\textsuperscript{th}

**LESSON PLAN DESIGN**

**Title:** Field Trip to Visitors Center or MAC Archives

**Subject:** PNWH  
**Grade Level:** 9

**Time Duration:** all day or half day

**Materials:** permission slips, lunches, bee sting kits

**Overview:** Taking a trip to an important site relating to the river.

** Objective:** Have fun on an outing.
Activities and Procedures: It is a fieldtrip.

Assignment: A class thank you note to the visitor’s center or the archives.

Conclusion: It is a fieldtrip.
DAY 9, Monday 13th

LESSON PLAN DESIGN

Title: Editorial Cartoons

Subject: PNWH  
Grade Level: 9

Time Duration: one period

Materials: overhead transparencies of political cartoons

Overview: Analysis of political cartoons is an aspect of literacy.

Objective: Analysis of political cartoons is an aspect of literacy.

Activities and Procedures: Place the transparencies up one at a time allowing students to make educated guesses as to the content of the cartoon.
**Assignment:** Students will place three sophisticated statements per cartoon on their paper. The student is also responsible to create/draw their own cartoon about an issue concerning the dam/river.

**Conclusion:** Literacy is more than simply reading words in text.
DAY 10/11, Tuesday 14th/Wednesday 15th

LESSON PLAN DESIGN

Title: Primary Source Website Exploration

Subject: PNWH  
Grade Level: 9

Time Duration: two periods

Materials: portable laptop cart with 15 computers

Overview: Primary sources are readily available online.

Objective: Explore the websites provided by Washington State University and University of Washington.
Activities and Procedures: Students will be in partnerships checking out these two websites collections, students will also follow the entirety of the Columbia River from the mouth to the source using Google Earth.

Assignment: Print three documents/images/ephemera examples that best represent the Columbia River and Grand Coulee Dam.

Conclusion: Historical information is available without travel.
Title: Hanford and the Bomb Readings

Subject: PNWH  Grade Level: 9

Time Duration: one period

Materials: primary source biographical statements

Overview: The U.S. government needed a site with safety and massive quantities of fresh water available.

Objective: Understanding the importance of the Columbia River and the role it played in WWII.
**Activities and Procedures:** The students will read individually and take notes (ATTACHMENT B) and then meet in literacy club (ATTACHMENT C) groups.

**Assignment:** Choose two of the primary source documents to read, respond to, and then meet in Literacy Club groups to discuss these articles.

**Conclusion:** Personal narratives and histories offer insight unlike textbooks.
DAY 13, Friday 17th

LESSON PLAN DESIGN

Title: Review/Make-up Work/Stakeholder Position Assigned

Subject: PNWH  
Grade Level: 9

Time Duration: one period

Materials: white boards

Overview: Students will have missed days due to absences.

Objective: Get caught up, review, and prepare for town hall meeting.
Activities and Procedures: First part of class is devoted to making certain everyone is caught up from absences, then a review of the different stakeholders’ positions, then assigning the roles for class on Monday.

Assignment: Student will be assigned the roll of environmental groups, commercial fishermen, farmers, tax payers, sport fishermen, water recreational users, Native Americans, hydroelectric power companies, Army Corp of Engineers, and government agencies for our town hall meeting Monday.

Conclusion: Adopting a point of view is a valuable tool in history.
DAY 14, Monday 20th

LESSON PLAN DESIGN

Title: Town Hall Meeting

Subject: PNWH

Grade Level: 9

Time Duration: one period

Materials: prepared notes or questions

Overview: Verbal communication increases retention.

Objective: Students will appreciate participation in a democratic forum.

Activities and Procedures: Teacher (Mayor) will introduce the event allow the representatives of the government agencies opportunity to speak first.
An allowance for outbursts, angry fishermen, and similar events will be made.

**Assignment:** Have the conversation.

**Conclusion:** Enjoy the moment participating in the conversation.
DAY 15 – 19, DAY 20, Tuesday 21st – Monday 27th, Friday 31st

LESSON PLAN DESIGN

Title: CBA – Causes of Conflict

Subject: PNWH  Grade Level: 9

Time Duration: five class periods

Materials: copies of the CBA

Overview: Follow the instructions for the CBA.

Objective: Students will write a persuasive paper highlighting the stakeholders they choose.
Activities and Procedures: Follow and administer the CBA.

Assignment: Write the paper following the format of the CBA.

Conclusion: Thank goodness it is over. The state has provided this assessment. It is a well packaged, straightforward packet.
LITERACY CLUB RULES

1. You do talk about literacy club.
2. You do talk about literacy club.
3. If someone lets emotion take over, yells, uses profane language, or any incident other than intellectual discourse the discussion is over.
4. Only one person speaks at a time.
5. Stay engaged with your own literacy club discussion.
6. Yes textbooks, yes questions, yes connections, yes post-it notes, yes background knowledge, yes thinking.
7. Discussions will go on as long as time allows and productive discussion occurs.

8. If you are in a literacy club, you have to read, think, write and SPEAK.

**Social Skills Needed in Literacy Club**

<table>
<thead>
<tr>
<th>take turns</th>
<th>listen actively</th>
<th>make eye contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>lean forward</td>
<td>nod, confirm, respond</td>
<td>share airtime</td>
</tr>
<tr>
<td>include everyone</td>
<td>don’t dominate</td>
<td>pull other people in</td>
</tr>
<tr>
<td>don’t interrupt</td>
<td>receive others’ ideas</td>
<td>speak directly to each other</td>
</tr>
<tr>
<td>be tolerant</td>
<td>add to ideas of others</td>
<td>honor people’s “burning issues”</td>
</tr>
<tr>
<td>respect differences</td>
<td>disagree constructively</td>
<td>speak up when you disagree</td>
</tr>
<tr>
<td>don’t attack</td>
<td>stay focused, on task</td>
<td>support views with the text</td>
</tr>
<tr>
<td>trust each other</td>
<td>share background info</td>
<td>be honest with your group</td>
</tr>
</tbody>
</table>

**Mr. Kenlein in Your Literacy Club**

- ✓ When I sit down in your group, continue what you are doing.
- ✓ You don’t need to look at me or acknowledge my arrival.
I may just observe the group and move on.

If I have something to say I will say it at the appropriate moment.

Please don’t ask me to settle your debate.

As I leave, I may or may not give you a suggestion or idea to pursue.
# Post-It Notes and Marking Text Techniques

<table>
<thead>
<tr>
<th>On the Post-It/Text</th>
<th>Stands for Thinking</th>
<th>Explanation of Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>!</td>
<td>Main Point</td>
<td>Restatement of intent in your own words.</td>
</tr>
<tr>
<td>©</td>
<td>Conclusion</td>
<td>Understanding intent of a section or selection.</td>
</tr>
<tr>
<td>?</td>
<td>Question</td>
<td>A related question that enters your mind.</td>
</tr>
<tr>
<td>“ ”</td>
<td>Quotation</td>
<td>Word use or phrase that caught your attention.</td>
</tr>
<tr>
<td>↔</td>
<td>Connection</td>
<td>Relates to history, your life, or popular culture.</td>
</tr>
<tr>
<td>#</td>
<td>Statistic</td>
<td>Restatement of number with explanation why.</td>
</tr>
<tr>
<td>???</td>
<td>Confused</td>
<td>Caused you disbelief, contradicted information.</td>
</tr>
<tr>
<td>!!!</td>
<td>Mad</td>
<td>Caused you anger, include detail why.</td>
</tr>
</tbody>
</table>

✓ Shows me how you are thinking.
✓ Triggers your memory for review.
✓ Gives you a reason to pay attention.
✓ Allows you to look for controversy and point of view.
✓ Gives you something to talk about in discussion group.
✓ Offers examples, quotes, and info you can use later to support opinion.

read, think, write repeat
Primary Source Materials

S    Subject
O    Occasion
A    Audience
P    Purpose
S    Speaker

Cultural Identifiers

P    Political
E    Economic
R    Religious
S    Social
I    Intellectual
A    Artistic
WHAT CVA MEANS TO YOU

THE COLUMBIA IS OUR RIVER
WHAT YOU CAN DO

CVA is important to us. It means jobs, land, recreation, freedom from floods and a steady level of prosperity for our region.

But it won't happen easily. It won't fall into our hands. No one will give it to us. We've got to work for it.

As a private citizen, here's what you can do:

◆ Tell your friends and neighbors what CVA means to them.
◆ Tell our congressmen and Senators what CVA means to all of us in the Pacific Northwest.
◆ And most important, take the lead in organizing groups that will speed up the CVA message to the people of your community.

◆ The League for CVA will give you every help. Already many local Leagues for CVA are organized throughout the region. Contact us and we will give you every assistance we can.

Write:

THE LEAGUE FOR CVA
Hugh B. Mitchell, President
Joe Miller, Executive Secretary
3015 63rd Ave. S.W., Seattle 6, Wash.
The present program of resource development in the Pacific Northwest is a bureaucratic mess. It is like a 1950 car trying to operate with a 1900 motor.

The nonpartisan Hoover Commission has established beyond any question that the present program is an administrative monstrosity, one which is costing us taxpayers billions of dollars.

The Hoover Commission says a reorganization of this program would save us $1 1/4 billion.

While it is true that some development has been achieved, the present administrative machinery has hindered rather than helped development. So says the Hoover Commission.

One example from the Hoover report shows how it has held back Northwest development.
Job Is Not Being Done Properly

The Army Engineers and the Bureau of Reclamation both were determined to build a dam in Hell's Canyon on the Snake River. Both spent $250,000 apiece to survey separate sites, then battled to a standstill over which one would build the dam.

The result? No dam—and taxpayers out $500,000.

Undeveloped, the river lights no homes, turns no factory machinery. Undeveloped the river does not reclain and irrigate land, but carries precious topsoil to the sea. Uncontrolled the river runs wild.

This kind of a program doesn't make much sense, and you and I are paying the freight in taxes—and in the piecemeal manner in which our resources are being developed.

THE JOB IS NOT BEING DONE PROPERLY.
CVA will provide the Pacific Northwest with the dynamo to make possible full resource development.

Here is what development of the Columbia River system can mean to us in specific terms—jobs, land, recreation, opportunities for private enterprise, navigation, flood control and year-around prosperity.

JOBS: Senator Keaauver of Tennessee, one of CVA’s many Congressional sponsors, believes that the Pacific Northwest “can become the world’s greatest industrial area.”

With its tremendous potential reservoir of power at the world’s cheapest power rates, our region offers every inducement to industrialists. The power from Bonneville and Grand Coulee dams already has lured industries this way.

Full development will speed up this program.

But it will not mean the creation of another dirty Pittsburgh. Hydro-powered factories are smoke-free.

This industrial development will mean hundreds of thousands of jobs for the Pacific Northwest.

FARMS: When it is fully reclaimed and irrigated, our region’s now unused land can provide us with 33,550 new family-size farms, each of 160 acres.

RECREATION: With mountains that are rightly compared to the Swiss Alps, the nation’s finest summer climate, fishing, lake and ocean resort facilities and river scenery that rivals the Rhine, the Pacific Northwest has everything to offer the tourist.

Yet it does not attract nearly enough tourists. Compared to California, Florida, New England or the Tennessee Valley, our tourist trade is small.

TVA-developed lakes are the beauty spots of the South. The Portland Oregonian says that TVA-land
Make Full Development Possible

Has so many fish they die of old age! Holiday magazine reports that many undertakers in the Tennessee Valley have gone into the resort business!

Opportunity to swim in finer lakes, fish and hunt in better developed areas, get more fun out of life—that’s another thing that CVA means to us.

NAVIGATION: Development of an up-river navigation system will provide the inland areas of the Pacific Northwest with easy access to the sea.

PRIVATE ENTERPRISE: The benefits from these public developments will go to the people of the Pacific Northwest, to private enterprisers, big and small. CVA development means more business opportunities. This is why many bankers and business men are for CVA.

FLOOD CONTROL: You don’t control floods by just building a few big dams. It takes an integrated river system—reservoir dams in the headwaters, reforested areas upriver—to really do the job.

The Tennessee is the only river in the world that is completely controlled and free of floods.

Today the Pacific Northwest suffers from an utterly ineffective flood control program. TVA-type management is needed to control the Columbia, Snake, Willamette, Skagit, Kootenai and the other rivers which periodically run wild.

YEAR-AROUND PROSPERITY: Stable industries, irrigated farms, more tourist trade, a river navigation system, more business opportunities and freedom from floods will be Paul Bunyan strides towards the creation of a stable, high level economy.

CVA MEANS PERMANENT PROSPERITY!
On verso of image: Camp Ferry, the W.P.A. floating camp, has accommodations for about 140 workmen and is used to clear shore lands which are more or less inaccessible except by water. May 27, 1940
Title: President Franklin D. Roosevelt's visit to the Grand Coulee Dam construction site, October 2, 1937
Photographer: Unknown
Date: 1937
Notes: Album leaf 167: Presidential (F.D.R.) visit, 10/2/37
Title: Unloading dynamite across the river from Camp Gifford, 1940.
Photographer: Unknown
Date: 1940
Notes: Label on verso: "WORK PROJECTS ADMINISTRATION, M-9 STATE OF WASHINGTON; Date 8-30-40; O.P. No.; Zone #3; County: Stevens; City: Kettle Falls; Neg. 681; Title: Coulee Clearance; Caption: Unloading dynamite across river from camp Gifford. Dynamite is brought to the field of blasting operation by specially marked trucks, unloaded into special boxes at safe distance from blasting."
This is a very preliminary design map showing how a dam could be placed at Grand Coulee. Initial excavation for a dam there didn't begin until 1933, by which point several designs had been (and still be) even after digging had started considered.
The last tree to be felled in the Camp Clifford clearing area was this yellow pine which was once located in a densely forested area along the old river highway between the towns of Rice and Daisy. WPA officials and others came to witness the falling of the lone tree. Rising backwater behind Grand Coulee dam of the Columbia river is expected to cover this flat by the middle of July. The Columbia river is about 3/4 mile in the distant background.