

Lesson Plan: Student Presentations on Coal Trains and Proposed Cherry Point Terminal

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Description:

Small groups of students will create presentations about specific issues facing the Pacific NW related to coal transportation through the state of Washington and coal exportation offshore. Students will emphasize environmental concerns locally, including on the Lummi Nation Reservation, and worldwide, cultural issues, and economic impacts of exportation of coal transported through Washington from other states such as Wyoming, and possible future exportation of locally grown or produced freight through the proposed Gateway Pacific terminal at Cherry Point in Ferndale, Washington.

Grade Level(s):

Grade 6 with research focus culminating in presentations to class and possibly to other grades and/or the community.

Subject(s):

Social Studies, Science, Computers, Culture, Language Arts/Writing, Art/Design

Duration:

Two weeks

Goals:

The primary goal is to develop students' research and presentation skills so that they can confidently determine and discuss the impacts of coal trains crossing Native and local lands--to themselves, their community and the world-- as the trains travel to the proposed Gateway Pacific Terminal in Ferndale, WA.

Objectives:

Students will:

- *research* specific topics in newspapers, periodicals and on Internet websites (eg: Library of Congress www.loc.gov);
- *gather* data;
- *organize and edit* data;
- *display* written and graphic data to support their topics
- *present* their findings at LEEF6 (Lummi Energy & Economic Forum-6th Grade)
- *discuss* topics in discussion panels format
- *debate* pros and cons of topic

Standards: This lesson meets the following Washington Common Core State Literacy Standards:

- **English Language Arts & Literature in History/Social Studies, Science and Technical Subjects:**
 - *KEY IDEAS AND DETAILS*
 1. Read closely to determine what the text says explicitly and 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.

- *CRAFT AND STRUCTURE*
 6. Assess how point of view or purpose shapes the content and style of a text.
- *INTEGRATION OF KNOWLEDGE AND IDEAS*
 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively as well as in words.
 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **College and Career Readiness Anchor Standards for Writing:**
 - *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*
 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
 - *RESEARCH TO BUILD AND PRESENT KNOWLEDGE*
 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
 9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Background Information:

In 2012, Native spokespeople visited the Lummi Nation School and held an assembly about the possible impacts of coal trains to the Lummi Nation. After their visit, many students wrote letters voicing their initial concerns about the topic. Prior to this unit, and as part of their study of the Point Elliott Treaty, students will add to knowledge of their treaty rights, specifically in regards to hunting, fishing, and Native lands. Students will also learn about the geologic science of coal; how it is mined and used, including any pollution issues related to coal.

Primary Source Documents/Resources: (NB: This list is a start. Students will find additional sources during research.)

- *Human Rights Day 2010: Cultural Property Rights of Indigenous People*; Speakers: Shaffer, Roberta I.; Stacy, Helen; Kanelley, Betsy; Buchannan, Kelly; Clarke, Stephen; Video + Captions. Source: www.loc.gov (webcast).
- *Historic Ruling Affirming Native American Treaty Fishing Rights*, HistoryLink.org essay 5282; Boldt, George, Federal Judge, 02/12/1974. Source: http://www.historylink.org/index.cfm&DisplayPage=output.cfm&File_id=5282
- *H.R. 1548 - Native American Energy Act*; 113th Congress (2013-2014); Sponsor: Young, Don Representative (RAK) Introduced 4/12/2013. Source: www.loc.gov.
- *S.896 - Public Lands Service Corps Act of 2011*, 112th Congress (2011-2012), Sponsor: Bingaman, Jeff Senator (D-NM), Introduced 05/05/2011. Source: www.loc.gov.
- *H.R. 4802 - State and Tribal Mining Reclamation Fairness Act of 2002*; 107th Congress (2001-2002); Sponsor: Cubin, Barbara Representative (R-WY-At Large) Introduced 05/22/2002. Source: www.loc.gov.
- *H.R. 205 - Helping Expedite and Advance Responsible Tribal Home Ownership Act of 2012*, 112th Congress (2011-2012); Sponsor: Martin, Heinrich Representative (D-NM-1) Introduced 01/06/2011); Source: www.loc.gov.
- *H.R. 14417 - Indian Land Consolidation and Resources Inventory Act*; 94th Congress (1975-1976); Sponsor: Meeds, Lloyd Representative (WA-2), Introduced 06/16/1976. Source: www.loc.gov.
- *H.R. 2335 - Tribal Labor Sovereignty Act of 2011*, 112th Congress (2011-2012); Sponsor: Noem, Kristi L. Representative (E-SD-At Large) Introduced 06/23/2011). Source: www.loc.gov.
- *H.R. 3409 - Stop the War on Coal Act of 2012*, 112th Congress (2011-2012), Sponsor: Johnson, Bill Representative (R-OH-6). Source: www.loc.gov.

- *GPT Gateway Pacific Terminal, Report to the Community*, Volume 1, newspaper insert, *Bellingham Herald* mailer, week of July 1, 2013 (reference: 360-738-7229, www.GatewayPacificTerminal.com)
- Globerman, Steven. *Coal Exports from the Pacific Northwest and the Economic Growth of the Northwest Economy*, Report commissioned by the Washington State Farm Bureau, June 2013.
- Brown, Matthew. "Declining U. S. Demand for Coal Hits Hard in Power River Basin" (*Bellingham Herald*, 1/25/2013).
- Cockerman, Sean. "**Chinese Coal Demand Falling as Pacific Northwest Considers Export Terminals**" (*Bellingham Herald*, 5/17/2013.)
- LeBlanc, Brian. "21st Century Viking: What is the Coal Train Controversy Really About?" (*Ballard News Tribune*, 12/13/2012).
- Le, Phuong. "Seattle Mayor, Tribal Leaders Form Coalition to Oppose Coal Trains" (*Bellingham Herald*, 4/22/2013)
- "Rancorous Scrap Over Plans Send American Coal and Asia Into Dirty War" (*The Economist*, 4/20/2013). Source: www.economist.com/news/united-states/21576401-rancorous-scrap-over-plans-send-coal-asia-dirtywar
- Various articles in the *SQUOL QUOL*, the Lummi Nation newspaper.
- *Cultural Impact of Proposed Gateway Pacific Terminal*, pamphlet published by Lummi Nation, 2012.

Materials:

- Computers - for online research, written reports and possible PowerPoint presentations
- Local newspapers, periodicals
- Handout of the *Point Elliott Treaty of 1855*
- Other primary resource documents, printed for research or display
- Poster boards
- Art supplies

Procedures:

1. After the background to this lesson has been completed, students will be involved in daily research for one week to gather data, including note-taking during presentations by guest speakers that may take place.
2. During the second week, students will write, illustrate, and prepare reports, PowerPoint slide shows, and visual displays that reflect their individual perspective on the topic of proposed coal trains in the region.
3. One half-day LEEF-6 (Lummi Energy & Economic Forum-6th Grade) will be spent on individual presentations of gathered and organized data with additional panel discussions.
4. An extension or culminating activity could be for students to debate the pros and cons of the proposed Pacific Gateway terminal. [Note: This can be done as extra credit, individually (Lincoln-Douglas debate style) or in paired teams (Public Forum debate style) or as student panel discussions.

Evaluation/Assessment:

Students will be evaluated for their individual presentations (written organization, visual aids, oral presentation). In addition, evaluations that assess students' understanding of the issues will take place for any panel discussions or culminating debate participation—particularly the ability to consider both sides of all issues.

Possible Lesson Enhancements/Extensions:

- Field trip to Gateway Pacific Terminal site.
- Pen-pal correspondence with Native students in Wyoming where coal is to be mined and shipped.
- Presentation of panel discussions and/or debate could be presented before the Lummi Education Council.
- Presentation of panel discussions and/or debate could be televised to the Lummi Community.
- In-depth study of the science of coal (origin, geological factors, uses, chemical make-up, hazards...).