

UNIT 3: HIGH SCHOOL – CONTEMPORARY WORLD PROBLEMS

GLOBALIZATION AND THE ECONOMY: THE HANFORD NUCLEAR RESERVATION AND ITS EFFECTS ON TRIBAL SOVEREIGNTY

Level 2

Supporting Question 2: *What have been the clean-up efforts of the Hanford Nuclear Reservation? What for the obstacles?*

Instructional Support Materials

- [*The Hanford Nuclear Reservation and its Effects Graphic Organizer*](#)
- [*The Hanford Nuclear Reservation and its Effects Graphic Organizer \(Spanish Language Version\)*](#)
- [*“Cleanup” excerpt from The Yakama Nation and the Cleanup of Hanford: Contested Meanings of Environmental Remediation*](#)
- [*“Cleanup” excerpt from The Yakama Nation and the Cleanup of Hanford: Contested Meanings of Environmental Remediation \(Spanish Language Version\)*](#)
- [*“DOE Indian Policy and Treaty Obligations” excerpt from The Yakama Nation and the Cleanup of Hanford: Contested Meanings of Environmental Remediation*](#)
- [*“DOE Indian Policy and Treaty Obligations” excerpt from The Yakama Nation and the Cleanup of Hanford: Contested Meanings of Environmental Remediation \(Spanish Language Version\)*](#)
- [*“Long Term Stewardship \(LTS\)” excerpt from The Yakama Nation and the Cleanup of Hanford: Contested Meanings of Environmental Remediation*](#)
- [*“Long Term Stewardship \(LTS\)” excerpt from The Yakama Nation and the Cleanup of Hanford: Contested Meanings of Environmental Remediation \(Spanish Language Version\)*](#)
- [*Testimony: Russel Jim, World Uranium Hearings, 9/17/92, Salzburg*](#)
- [*Testimony: Russel Jim, World Uranium Hearings, 9/17/92, Salzburg \(Spanish Language Version\)*](#)
- [*Washington Nuclear Plant Poses Risk for Indians, New York Times, 09/03/1990*](#)
- [*Washington Nuclear Plant Poses Risk for Indians, New York Times, 09/03/1990 \(Spanish Language Version\)*](#)
- [*Cleanup Estimate for Hanford Nuclear Site Increases by \\$82B” Seattle Times, 02/01/2019*](#)
- [*Cleanup Estimate for Hanford Nuclear Site Increases by \\$82B” Seattle Times, 02/01/2019 \(Spanish Language Version\)*](#)
- **Hanford Reach National Wildlife Monument:** [*About the Hanford Reach National Monument*](#) and [*Rare, Threatened and Endangered Species*](#)

Learning goals

By the end of instruction, students will:

- work in cooperative groups to read several articles about the Hanford Nuclear Reservation responding to Supporting Question 2: What have been the clean-up efforts of the Hanford Nuclear Reservation? What are the obstacles?
- focus on answering several general questions about each article as well as questions generated by the class.
- become the “expert” for their article as they report out to newly formed groups about their article.

Time: Approximately 1-2 class periods—Day 3 optional

Learning Activities

Day 1:

1. Before class starts, write the names of all the articles and excerpts on the board.
 - “Cleanup” excerpt from The Yakama Nation and the Cleanup of Hanford: Contested Meanings of Environmental Remediation
 - “DOE Indian Policy and Treaty Obligations” excerpt from The Yakama Nation and the Cleanup of Hanford: Contested Meanings of Environmental Remediation
 - “Long Term Stewardship (LTS)” excerpt from The Yakama Nation and the Cleanup of Hanford: Contested Meanings of Environmental Remediation
 - Testimony: Russel Jim, World Uranium Hearings, 9/17/92, Salzburg
 - Washington Nuclear Plant Poses Risk for Indians, New York Times, 09/03/1990
 - Cleanup Estimate for Hanford Nuclear Site Increases by \$82B” Seattle Times, 02/01/2019
 - Hanford Reach National Wildlife Monument: [About the Hanford Reach National Monument](#) and [Rare, Threatened and Endangered Species](#)
2. Students will work in cooperative groups of 2 or 3 to read one document about Hanford and what should be done with cleanup.
3. Direct students to read the titles of the articles on the board. Have each group of students brainstorm what each article might be about. To share the groups’ thoughts invite a group member to write their group’s ideas on the board or simply ask for the group member to stand and share what their group discussed.
4. Have each group pick an article to read, but do not pass-out the articles yet.
5. Assign each group to write four – six questions for another group about the other group’s article based off the title alone.

6. Pass out the articles, any teacher-generated general questions, and the student generated questions to each group.
7. Give the groups time to read and answer the questions.

Day 2:

1. Have students work in their groups to prepare a statement about their article that incorporates both the general and student-generated questions about their article.
2. Separate the groups.
3. Ask each student to generate a question that they believe everybody should be able to answer after they share their group’s statement. Have students write a potential correct answer for their question. Collect the questions and tell the students there will be a quiz after groups share their statements which will include these questions.
4. Assign each student to a new group such that each group has at least one member from the first groups.
5. Each student will take turns being the “expert” in the group by sharing their statement.
6. As students listen, they will complete a graphic organizer “*The Hanford Nuclear Reservation and its Effects*”

Day 3 (Optional):

1. Before class add student-generated questions to a quiz and print-out.
2. Have students return to their original groups to review and compare their graphic organizers.
3. Distribute the quiz.
4. After the quiz is collected, discuss it as a class if time allows.

NOTES:
