UNIT 3: HIGH SCHOOL – CONTEMPORARY WORLD PROBLEMS

GLOBALIZATION AND THE ECONOMY
THE HANFORD NUCLEAR RESERVATION AND ITS EFFECTS

Level 1

Instructional Support Materials
The Hanford Nuclear Reservation and its Effects on Tribal Sovereignty (please note p. 1 of these 4 pages is blank/advance to p. 2)
Outreach by the Hanford Tribal Service Program Hanford Health Information Network
Tribal Service Program Farewell Notes
Polluting Tribal Sovereignty Crossword

Learning Goals
By the end of instruction, students will:
- Understand that tribal sovereignty enables tribes to protect their ways of life and the development of their nations
- Understand that tribal, state, and federal agencies often work together toward common goals
- Analyzes and evaluates how individuals affect and are affected by the distribution of resources and sustainability

Time: 1 class period

Teacher Preparation

Learning Activities
Day 1
1. Students read the article “The Hanford Nuclear Reservation and its Effects on Tribal Sovereignty.”
2. In class, students will discuss the questions following the article.
3. HOMEWORK: Students will evaluate the perspectives of three stakeholders: tribes, downwinders (nontribal), and the government. On their own paper, they will compare the information on the three sites’ perspectives on governmental responsibility to tribal people and other “downwinders.” Students will draw conclusions regarding governments’ responsibilities to Their environments and citizens. They will share their conclusion statements
in class the following day.
- Department of Energy’s Tribal Affairs and Cultural Resources Program
- Hanford Tribal Service Program – “Outreach by the Hanford Tribal Service Program” and “Hanford Health Information Network Tribal Service Program Farewell Notes” (Health News & Notes, Vol. 29:2, p.3)
- Downwinders Litigation Site:
- Optional: Student complete the crossword puzzle “Polluting Tribal Sovereignty.”

NOTES: