

Saving Salmon

5thGrade Social Studies: You Decide CBA Lesson 3: Management and Policy

	Subject Area(s): Social Studies: Management and Policy	Duration: 50-60 minutes
	Descriptions: Students will look at the threats at different stages of the salmon life cycle and identify if these threats are managed or regulated. Students will specifically look at the Endangered Species Act and other laws that protect salmon and their habitat.	
	Key words: management, policy, Endangered Species Act (ESA) regulations, rights and responsibility	
Materials:	Worksheet Computers with internet access	
State Standards: WA, OR, and ID	<p>WA: EALR 1: Civics. Component 1.2: Understands the purposes, organizations, and functions of government, laws, and political systems. GLE 1.2.1: Understands the organization of the U.S. Government.</p> <p>WA: EALR 3: Application. Component 3.2: Science, Technology, and Society: Analyze how science and technology are human endeavors, interrelated to each other, to society, and to the workplace and the environment.</p> <p>OR: Social Studies Analysis. CCG: Identify and analyze an issue. SS.05.SA.04: Identify characteristics of an event, issue, or problem, suggesting possible causes and results.</p> <p>ID: Standard 4: Civics and Government. Goal 4.1: Build an understanding of the fundamental principles of the American political system. Objective 1: Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.</p>	
Focus Questions:	What are some obstacles that salmon face in both fresh and salt waters? How are these obstacles/threats minimized or managed? Who regulates or manages these natural resources?	
Learning Objectives:	At the end of this lesson students will be able to: <ul style="list-style-type: none"> • List at least 10 threats that impact the survival of salmon. • Articulate what it means to be an endangered species and the protection it provides. • Distinguish which threats are the rights and responsibilities of citizens. 	
Engage and Encounter	Students will brainstorm in small groups the threats that salmon face in freshwater, estuaries, and out in the ocean. Then they will decipher which threats are out of their control (managed/regulated at a level that doesn't necessarily overlap with one's daily actions) and which ones are not strictly regulated and are up to citizens to make good choices.	
Explore and Investigate	Students will explore in more detail what it means to be an endangered species and investigate other laws/regulations that protect salmon and their habitat.	
Reflect and Explain Assessment:	Students will write a persuasive paper using the Washington State Classroom Based Assessment (CBA), You Decide http://www.k12.wa.us/assessment/WASL/SocialStudies/BridgingDocuments/Elem08/ElemCivics-YouDecide-CBA.pdf	
Apply and Extend	Is It Sustainable? Lesson plan from Facing the Futures http://www.facingthefuture.org/Portals/0/documents/GSRLibrary/6.Is.it.Sustainable.pdf Creating our Future http://www.facingthefuture.org/Portals/0/documents/GSRLibrary/40.Creating.our.Future.pdf	
Contact NOAA	For a guest speaker in lesson 5 email: nwr.education@noaa.gov	

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Lesson 3: Management and Policy

Background: *Significant portions of Washington, Oregon, California and Idaho are affected by Endangered Species Act (ESA) listings of salmon and steelhead. ESA recovery plans are being developed for all these areas. There are 27 distinct population segments of steelhead or evolutionarily significant units (ESUs) of salmon listed under the ESA. Students will learn that the primary purpose of the ESA is the conservation of endangered and threatened species and the ecosystems upon which they depend. The ultimate goal of such conservation is the recovery of endangered and threatened species and their ecosystems so that they no longer need the protections afforded them under the ESA. The ESA provides a number of regulatory and planning tools to assist with this conservation goal. Among other things, the Act requires the development of recovery plans for endangered or threatened species. These plans serve as an important tool to organize and guide the recovery process and ensure that recovery is achieved.*

I. Whole Class: (15 minutes)

A. Students will brainstorm in small groups the threats that salmon face in freshwater, estuaries, and out in the ocean. Then they will decipher which threats are out of their control (managed/regulated at a level that doesn't necessarily overlap with one's daily actions) and which ones are not strictly regulated and are up to citizens to make good choices. Different ways to do this:

1. Group of 3: Highlight one of the column titles on page 1 of worksheet. Have students brainstorm for 2-3 minutes on that topic. Then switch papers with a partner and add more details to his/her list. Do one more time for last column. Then share with the whole class and have students write down items on their own sheets.
2. Students could do a quick-write on each column. Sharing in between to gather other ideas from other students.
3. Students could work on their own and then share as a group.

II. Research time, computer lab ideal: (45 minutes)

A. Have students turn worksheet over and begin their research on the ESA, other laws that protect salmon and their habitat. What students do not finish in class, have them finish for homework.

III. Homework/ Assessment:

A. Worksheet provided: Have students finish their research and be prepared to share with the class the next time they meet. See rubric.



MANAGEMENT: Salmon threats

Brainstorm the threats these animals face at different stages of their life cycle. Place a star next to the threats that out of your control and circle the ones that are the rights and responsibility of individuals.

Freshwater

Estuary

Ocean





MANAGEMENT and POLICY: Background on the ESA and what government agencies help?

Think of the 5 W's as you answer these questions. Use the websites below to guide you.

Which species/stocks are listed as endangered, threatened, or at risk in your state or region? What does it mean to be a listed species? Who manages this?

<http://www.nwr.noaa.gov/ESA-Salmon-Listings/> and click on the 6 species listed on the left.

NOAA Fisheries designates Critical Habitat for listed species. What does this mean for salmon?

<http://www.nwr.noaa.gov/Salmon-Habitat/Critical-Habitat/Index.cfm>

NOAA Fisheries also is responsible for writing Recovery Plans for listed species. These plans must:

1. Assess the factors affecting the species
2. Identify recovery goals
3. Identify the entire suite of actions necessary to achieve these goals
4. Estimate the time and cost required to carry out these actions.

Explain in your own words:

What other laws protect these animals? Think of their habitat (water and land surrounding that water) and their range.