

# ESA-Listed Salmon and the Four Lower Snake River Dams

## High School Social Studies: Causes of Conflict CBA

### Lesson 4: MANAGEMENT, the FEDERAL CAUCUS, and COALITIONS

	<b>Subject Area(s):</b> Social Studies: History and Governments	<b>Duration:</b> One 50 minute period
	<b>Description:</b> Students will learn how to use parliamentary procedures to work and make decisions as a group. They will also learn how Federal Agencies work together and the important roles of coalitions.	
	<b>Key words:</b> Federal Caucus, coalitions, consultations, and parliamentary procedure	
	<b>Materials:</b> Handouts for groups	
<b>State Standards:</b> WA, OR, and ID	<p>WA: EALR 1: Civics. Component 1.4: Understands civic involvement. GLE: 1.4.1 Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.</p> <p>WA: EALR 5: Social Studies Skills. Component 5.1: Uses critical reasoning skills to analyze and evaluate positions. GLE: 5.1.2 Evaluates the depth of a position on an issue or event.</p> <p>OR: Civics and Governments. SS.HS.CG.02.01: Understands the primary function of federal, state, and local levels of government and how the actions of one influence the workings of the others.</p> <p>ID: Standard 4: Civics and Government. Goal 4.2: Build an understanding of the organization and formation of the American system of government. Objective: 2: 9-12 G4.2.2 Explain the functions, power, interactions, and relationships among federal, state, local, and tribal governments.</p>	
<b>Focus Questions:</b>	<p>How do organizations with different missions and people with different viewpoints work together? What are some challenges they face and how do they overcome them? What role does collaboration and coordination have in the recovery efforts?</p>	
<b>Learning Objectives:</b>	<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> <li>Summarize the purpose of the Federal Caucus and who the players are</li> <li>Define a coalition of stakeholders and give an example of one in this issue</li> <li>Explain the main threats affecting salmon today</li> </ul>	
<b>Engage and Encounter</b>	<p>Students will explore different leadership styles and decide upon one for their group. Relate this to the issue of salmon recovery and the complexity of jurisdictions and stakeholders. Students will define Coalitions and discuss why these groups come together even though they might have different goals, perspectives, and outlooks on an issue.</p>	
<b>Explore and Investigate</b>	<p>Salmon Recovery Activity: Students will demonstrate how to agree on one answer and use parliamentary procedures to accomplish this.</p>	
<b>Reflect and Explain Assessment:</b>	<p>Students will write a persuasive paper using the Washington State Classroom Based Assessment (CBA), Causes of Conflict <a href="http://www.k12.wa.us/assessment/WASL/SocialStudies/BridgingDocuments/HighSch08/HSEcon-CausesofConflict-CBA.pdf">http://www.k12.wa.us/assessment/WASL/SocialStudies/BridgingDocuments/HighSch08/HSEcon-CausesofConflict-CBA.pdf</a></p>	
<b>Apply and Extend</b>	<p>Students could get involved in coalitions and learn more about the issues. Students could invite different stakeholders to their school and hold a panel discussion on Salmon Recovery.</p>	
<b>Contact NOAA</b>	<p>For a guest speaker in lesson 5: email <a href="mailto:NWR.education@noaa.gov">NWR.education@noaa.gov</a></p>	

# ESA-Listed Salmon and the Four Lower Snake River Dams

## Lesson 4 Procedures: MANAGEMENT, the FEDERAL CAUCUS, and COALITIONS

**Background:** *Students will be researching the role of management on this issue; define what coalitions are and how they might influence the decision making process. Then they will inquire about salmon recovery and how so many jurisdictions participate in projects that make positive contributions to agencies, organization and communities. Students will further investigate the role of the Federal Caucus (federal agencies) and how they work with other state, tribal, and local governments.*

### I. Group work: (15 minutes)

**A. Leadership Activity:** Have the two groups meet, decide how leadership will continue in this large group, and then discuss how they will all share what they researched last night. Emphasize the time limit.

**B. Define Coalitions:** *Have the students think about the partners in their group and how they might work together. Have the leader appoint one person in his/her group to look up what a coalition is and have that student share what it is and brainstorm why these might be important to making progress on a cause or issue.*

### II. Whole class: (35 minutes)

**A. Salmon Recovery Activity:** Review with students the complexity of salmon recovery efforts and then share with them their challenge or goal for today.

1. Think/Pair/Share: Have them THINK to themselves how all of these people work together to accomplish salmon recovery. Ask them to fill in the blank: Salmon recovery efforts need to be \_\_\_\_\_. Then turn to their neighbor (PAIR) and decide on a word or phrase that best answers that question. Lastly, they will SHARE their responses with the class.
2. Complexity check: Ask if working in a group made up of half of the class like yesterday was hard. Then tell them the goal of today is to work as one whole group with differing opinions, perspectives, and livelihoods. Write their responses on the board from the Think/Pair/Share and see if they can prioritize the top 3, then narrow it down to one answer. How will the final decision be made (parliamentary procedure, majority vote, 2/3, etc.)?
3. Have students decide the size of the group they want to work with. There are three main parts and this research will be shared with the whole class and discussed in more detail with the NOAA representative tomorrow.

### III. Homework/ Assessment:

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

1. Research the Federal Caucus.
2. Find an example of a coalition in the Snake River Basin.
3. Investigate the current threats to salmon recovery.



## FEDERAL CAUCUS

Learn about the 8 Federal Agencies that make up this Caucus and identify their role in salmon recovery in the Columbia/Snake River Basin.

<p>What is the Federal Caucus and what do they do? <a href="http://www.salmonrecovery.gov/">http://www.salmonrecovery.gov/</a> (left hand column and then click on more information)</p>	
<p><b>What do these acronyms stand for?</b> Use this website to help with this research <a href="http://www.salmonrecovery.gov/about_us/">http://www.salmonrecovery.gov/about_us/</a> click the agencies on the left</p>	<b>What is their role?</b>
NOAA=	
USFWS=	
EPA=	
USFS=	
BPA=	
USACE=	
USBR=	
BLM=	

Where does this group fit in the Salmon Recovery Process? Why do you think there is a Federal Caucus?



## COALITIONS

Learn what a coalition is and what role they play in salmon recovery. Specifically research a Salmon/Fishing Coalition that is involved in the 4 lower Snake River dams Issue.

Coalition Name:	Who makes up this coalition and what are their concerns, individually and as a group:
What are the advantages of working in coalitions?	

	<h2>SALMON RECOVERY PROCESS</h2> <p>Learn more about salmon recovery at: <a href="http://www.nmfs.noaa.gov/pr/recovery/">http://www.nmfs.noaa.gov/pr/recovery/</a> and actions at hydropower projects that can improve the likelihood of salmon recovery.</p>
<p>Hydropower actions that can improve salmon status:</p>	
	<p>How is harvest managed? What phase of the salmon life cycle is it addressing? Why is it important?</p>
<p>Brainstorm some solutions and alternatives</p>	
	<p>How is habitat managed? What phases of the salmon life cycle is it addressing? Why is it important?</p>
<p>What land use actions are "Salmon Friendly"</p>	
	<p>How are hatcheries managed? What phase of the salmon life cycle are they addressing? Why are they important?</p>
<p>Where are they located in the Snake River Basin?</p>	