Saving Salmon

5th Grade Social Studies: You Decide CBA

Lesson 4: Economics and Government

	Subject Area(s): Science (environmental impacts/human threats) and Social Studies (Economics and Government)	**Duration:**50-60 minutes
	Descriptions: Students will explore different human impacts and industries that affect salmon. Then students will look the three branches of government and explore how these groups deal with salmon recovery issues.	
Key words:	economics, habitat, harvest, hydropower, hatchery, urban development, executive branch, cabinet members, executive offices, legislative branch, house representatives, senators, judicial branch, and civic participation	
Materials:	Worksheet Computers with internet access	
State Standards: WA, OR, and ID	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. WA: EALR 5: Social Studies Skills. Component 5.1: Uses critical reasoning skills to analyze and evaluate positions. OR: Civics and Government. CCG: Understand the roles of the three branches of government and explain how their powers are distributed and shared. SS.05.CG.03: Understands the roles and responsibility of the 3 branches of government. OR: Economics. CCG: Understand that resources are limited. SS.05.EC.01. Understands that all economic choices have costs and benefits. ID: Standard 3: Economics. Goal 3.1: Explain basic economic concepts. Objective 2: Describe how conservation of natural resources is important.	
Focus Questions:	What stakeholders are involved in salmon recovery? Why is it important to understand different points of view? How do different human activities affect different salmon habitats and life stages? What roles do the three branches of government play in salmon and natural resource management?	
Learning Objectives:	At the end of this lesson students will be able to: • List at least 5-8 different stakeholders that affect salmon habitat • Explain how each branch of our government is involved in salmon recovery issues. • Describe 2-3 cabinet members or executive offices that deal with salmon issues.	
Engage and Encounter	Have students describe how different industries actions, products, or practices impact salmon (directly or indirectly).	
Explore and Investigate	Research how the three branches of government deal with salmon issues and how individuals partake in some of these processes.	
Reflect and ExplainAssessment:	Students will write a persuasive paper using the Washington State Classroom Based Assessment (CBA), You Decidehttp://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 4 Procedures: Economics and Government

Background: *The Endangered Species Act (ESA) requires the federal government to designate "critical habitat" for any species it lists under the ESA; in this case, salmon and steelhead. "Critical habitat" is defined as: (1) specific areas within the geographical area occupied by the species at the time of listing, if they contain physical or biological features essential to conservation, and those features may require special management considerations or protection; and (2) specific areas outside the geographical area occupied by the species if the agency determines that the area itself is essential for conservation. Critical habitat designations must be based on the best scientific information available, in an open public process, within specific timeframes. Before designating critical habitat, careful consideration must be given to the economic impacts, impacts on national security, and other relevant impacts of specifying any particular area as critical habitat. The Secretary of Commerce may exclude an area from critical habitat if the benefits of exclusion outweigh the benefits of designation, unless excluding the area will result in the extinction of the species concerned.*

I. Whole Class: (10 minutes)

A. Have students look at the different industries or occupations in your region and have them think of the effects on salmon (positive or negative). Permits and consultations are often needed if any of these stakeholders think that their actions, products, or practices could jeopardize the health of listed salmon.

1. Model the first one for them. Timber industry: cut down trees (might increase erosion, increase water flows, and increase water temperatures in streams), however they also replant trees, follow regulations in regards to buffer zones around salmon bearing streams. Education and signage at forested sites also helps the public monitor sustainable practices.

2. Have them either continue in partners or on their own. Share a few with the class if necessary.

II. Research time, computer lab ideal: (40 minutes)

A. Have students finish the worksheet and their research.

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.

ECONOMICS:

The four main threats to salmon are sometimes called the "Four H's": Habitat, Harvest, Hydropower, and Hatchery.

Local industry or occupation	Categorize which of the 4 H's does this fit or describe what the industry's goal is.	How might these industries affect salmon?
Timber Industry		
Agriculture		
Urban Development		
Dams		
Transportation		
Recreation		
Conservation Groups		
Fishing Industry		
Scientists		
Water Quality Technician		

ECONOMICS AND GOVERNMENT:

Explore how each branch of government is involved in the Salmon Recovery process. Use the following website http://www.whitehouse.gov/government/

Executive Branch	Legislative Branch	Judicial Branch
President: Which Cabinet Members: Executive Offices:	Senate: House of Representatives:	

Civic Involvement:

Describe the ways that you could get involved in salmon recovery efforts at any of these levels?