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Lesson Title: Dirty Water, Dirty Government (1-2 Days)

Grade Level: 10-12

Essential Question: *How have changing federal regulations on water played into the Climate Change debate seen today?*

### Lesson Foundations

Content Standards	<u>AM.G. 22.</u> <i>Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.</i>		
Learning Objective(s)	<p><b>LO1:</b> SWBAT explain the change in federal water regulations over time</p> <p><b>LO2:</b> SWBAT analyze the impact deregulation has on water in the United States</p>	Assessment(s)	<p>A1 Check for understanding</p> <p>A2 Stations handout</p> <p>A3 Exit ticket</p>
Materials & Resources	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Word Bank</li> <li>• Station Questions Worksheet</li> <li>• Primary Source Documents (linked on digital handout)                             <ul style="list-style-type: none"> <li>○ Excerpts from <i>Dirty Water: Federal Deregulation and the Re-Polluting of America</i></li> <li>○ Images from <i>Dirty Water: Federal Deregulation and the Re-Polluting of America</i>,</li> <li>○ <i>2 Last States to Be Urged to Join Ohio River Sanitation Compact</i></li> <li>○ <i>Waterfoul</i> political cartoon,</li> <li>○ Excerpt from <i>New York Times</i> article <i>Trump Administrations Rolls Back Clean Water Protections.</i></li> </ul> </li> </ul>		

### Instructional Procedures/Steps

Opening	<p><b>Intro of Essential Question and Learning Objectives:</b></p> <p>Teacher will have the learning objectives and essential question displayed prominently. These will be read to the students and students will be asked to predict what the focus of the lesson will be.</p> <ul style="list-style-type: none"> <li>• <i>What do these learning objectives and compelling question tell us about our focus for today?</i></li> </ul>
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	<p><b>Bell Ringer:</b> Teacher will present students with an image of a sculpture depicting President Trump as someone who is not protecting the climate. This is Document I on the sources template. Students will be instructed to answer the following questions individually about the image. This will help students to start thinking about the environment and the role the government plays in protecting it.</p> <ul style="list-style-type: none"> <li>• <i>How is President Trump portrayed in this sculpture?</i></li> <li>• <i>Why do you think he is portrayed in that way?</i></li> <li>• <i>How do you think this will relate to federal regulations about water?</i></li> </ul>
Instruction	<p><b>Stations Activity:</b> Teacher will introduce the lesson by explaining where the 4 stations are set up around the room to students. Teacher will hand out the stations worksheet while explaining the directions. Students will have 10 minutes at each station, there will be a timer displayed prominently for students to keep track of the time. After 10 minutes, students will be told to rotate to the next station. Students will then be instructed to choose their starting station and start answering the questions on the station handout.</p> <p><b>Station 1:</b> Station 1 will be focused on the history of water regulations. These two documents cover initial water regulations from the 1920 and 1930s for the Ohio River and a newspaper article discussing states around Ohio considering adopting similar regulations. This station will have printouts of Document A and Document B from the source templates available for students to read at the station. Teacher will have questions for students to answer at station 1. These can be found on the station handout.</p> <p><b>Supporting Question for Station 1:</b></p> <ul style="list-style-type: none"> <li>• <i>Why is it important for several states to work together on water regulations?</i></li> </ul> <p><b>Station 2:</b> Station 2 will be focused on the Cuyahoga River in Ohio. This station will include a political cartoon about the Cuyahoga River and a picture of the Cuyahoga River fire. This station will have printouts of Document C and Document D from the source templates available for students to read at the station.</p>



Teacher will have questions for students to answer at station 2. These can be found on the station handout.

**Supporting Question for Station 2:**

- *How do these two images relate?*

**Check for Understanding:**

After students have completed two of the stations, teacher will conduct a check for understanding. This will be a mini class discussion to gauge student understanding of the material before moving onto the remaining two stations.

- *What are some changes in federal regulations that have taken place in the United States over time?*
- *Reiterate EQ: How have changing federal regulations on water played into the Climate Change debate seen today?*

**Station 3:**

Station 3 will be about the Clean Water Act. There will be sources that covers the beginnings of the Clean Water Act and how the Clean Water Act has “stalled” today, by looking at Lake Erie.

This station will have printouts of Document E and Document F from the source templates available for students to read at the station.

Teacher will have questions for students to answer at station 3. These can be found on the station handout.

**Supporting Questions for Station 3:**

- *What was the Clean Water Act?*
- *What happened to it?*

**Station 4:**

Station 4 will be focused on current issues with federal regulation for water. This will include an excerpt from a *New York Times* article about the Trump administration rolling back federal environmental regulations, as well an excerpt from the *Origins* article.

This station will have printouts of Document G and Document H from the source templates available for students to read at the station.

Teacher will have questions for students to answer at station 4. These can be found on the station handout.



	<p><b>Supporting Question for Station 4:</b></p> <ul style="list-style-type: none"> <li>• <i>What groups are pleased with the Trump administration rolling back federal water regulations?</i></li> </ul> <p><b>Whole Class Synthesis Discussion:</b> After students have completed all 4 stations, teacher will call the class back together. Teacher will instruct students to return to their seats. Students will participate in a whole class discussion to wrap up the lesson. This will also be used to tie all four stations together.</p> <ul style="list-style-type: none"> <li>• <i>How has the federal regulations on water changed over time?</i></li> <li>• <i>How has this change played into the Climate Change debate we see today?</i></li> </ul>
Closure	<p><b>Exit Ticket:</b> Teacher will instruct students to take out a sheet out a paper. Once students all have a sheet of paper, teacher will then instruct students to work on the exit ticket individually. The exit ticket will be students proposing their own regulations to protect water, or the environment in general.</p> <ul style="list-style-type: none"> <li>• <i>Propose a federal regulation to protect water in the United States, or the environment in general. Make sure your proposal is clear about what you aim to protect with your regulation and detailed about how your regulation will accomplish its purpose.</i></li> </ul>
Accommodations/ Enrichment	<p><b>Accommodations:</b> Longer articles are chunked into smaller excerpts and students may work in groups while going through the stations; key ideas are targeted in the lesson plan to provide teachers with guidelines for further chunking and/or using different sources to meet student needs.</p> <p><b>Enrichment:</b> Using the Images section of the <i>Origins</i> article <i>Dirty Water: Federal Deregulation and the Re-Polluting of America</i> (linked below), students will gain ideas for how people have protested this issue. Students will be tasked with composing their own protest poster design for a federal regulation they feel passionate about. Link: <a href="http://origins.osu.edu/article/6549/images/">http://origins.osu.edu/article/6549/images/</a></p>

