

## Understanding By Design Unit Template

<b>Title of Unit</b>	Writing Activism: Project Chariot and the People of Point Hope	<b>Grade Level</b>	11-12
<b>Subject</b>	Language Arts	<b>Time Frame</b>	One week
<b>Developed By</b>	Katherine Crane		
<b>Unit Synopsis</b>	Students will learn about activism and organization, using the historical precedent of Inupiat opposition to Project Chariot. Students will learn about the history of the project and discuss the strategies that its opponents used to stop it. Students will study source materials available at the time, and will take on the role of activists opposing Project Chariot. In this role, they will each write a logical, well-researched letter of protest or argument, directed at a specific audience (such as a Member of Congress or a national newspaper.)		

### Stage 1 - Identify Desired Results

#### **Learning Outcomes**

What relevant goals will this unit address?

*(must come from curriculum; include the designations e.g. IN2.1)*

This unit will address Alaska standard WHST.11-12.1.a-e, "Writing arguments focused on discipline-specific content." In order to successfully complete the assignment, students will be expected to formulate a claim, identify counter-claims, and write a reasoned formal argument that makes use of both primary and secondary source material. Students will also be expected to take into consideration their audience's "knowledge level, concerns, values, and possible biases"(Standards, Alaska.gov).

**Enduring Understandings**

What understandings about the big ideas are desired? (what you want students to understand & be able to use several years from now)

What misunderstandings are predictable?

*Students will understand that...*

- Native peoples of Alaska have a successful history of advocating for their own rights.
- Local, small-scale activism can sometimes accomplish great things.
- In order to make an effective real-world argument, it is important to know your audience, do your research, and back up your reasoning with relevant facts.

*Related misconceptions...*

- Students may have difficulty with the idea of writing in character as someone from a different time period.
- Students may have trouble understanding that they are to use only the source material and information that would have been available to someone writing at that time.

**Essential Questions**

What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)

*Content specific...*

- How did the government's assumptions about the Inupiat affect the debate over project Chariot? How did those assumptions work against the Inupiat? How did those assumptions work against Project Chariot?
- How were the Point Hoppers prepared to meet the AEC representatives? Were they more or less prepared than the people of other Native villages along the coast? Why or why not?
- What role or roles did journalism play in the Chariot debate?
- Why do you think Teller, the AEC and supporters of Chariot were so strongly in favor of it? What do you think of their reasoning?
- Why do you think Teller and the AEC considered the Alaskan coast to be a suitable place for bomb testing? Is this the same as the reason they gave the Point Hoppers? Considering these questions, do you think Teller and the AEC thought they were doing the right thing? Why or why not?

*FNMI, multicultural, cross-curricular...*

- How can activism be used to promote tolerance and fight institutional racism?
- How can persuasive writing be used in the real world?

	<ul style="list-style-type: none"> <li>• How have methods of raising awareness changed since the days of Project Chariot?</li> </ul>
<p><b>Knowledge:</b>          What knowledge will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit.</p>	<p><b>Skills</b>          What skills will students acquire as a result of this unit? List the skills and/or behaviors that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The history of Project Chariot, and the role played by Alaska Native activists in averting what would otherwise have been a nuclear disaster.</li> </ul> <p>It would be best for students to come to this unit with some prior knowledge of the history of nuclear bombs. A comparison to Hiroshima is not useful if students have not learned about Hiroshima elsewhere, as it will require lengthy explanation of a complex historical event.</p> <ul style="list-style-type: none"> <li>• Whether students have prior knowledge of how to write letters will affect how this lesson is taught. Ideally, this lesson would be part of a unit on real-world uses for persuasive writing, so students would already have spent some time on how to construct a letter. If that is not the case, students might need to be provided with a template.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Evaluate primary sources in their historical context</li> <li>• Construct an appropriate and effective real-world argument</li> <li>• Contact an appropriate representative in order to advocate for a cause.</li> </ul>

## Stage 2 – Assessment Evidence

### Performance Task

Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (describes the learning activity in “story” form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below)

By what criteria will performances of understanding be judged?

### GRASPS Elements of the Performance Task

#### **G – Goal**

*What should students accomplish by completing this task?*

#### **R – Role**

*What role (perspective) will your students be taking?*

#### **A – Audience**

*Who is the relevant audience?*

#### **S – Situation**

*The context or challenge provided to the student.*

#### **P – Product, Performance**

*What product/performance will the student create?*

#### **S – Standards & Criteria for Success**

*Create the rubric for the Performance Task*

*It is 1960. You are a member of the Point Hope community, and you don't want to see Project Chariot take place. Write a letter to a specific audience, protesting the plan. The audience you choose may be your member of Congress, a national newspaper, or another person or organization that you think might be a good ally in the fight against Project Chariot. Back up your arguments with research, using the excerpt from Chapter 9 of The Firecracker Boys (an account of the meeting between the AEC and the Point Hoppers) and the newspaper and magazine articles of the time period. Remember, you may only use information that was available in 1960.*

Students must be consistent in portraying the point of view of a Point Hoper in 1960. Students must identify an appropriate audience and be prepared to defend their choice. Students must provide a logical, organized argument. They must make a clear central claim and support it with additional claims, in logical order, and with research that would have been available to a Point Hoper in 1960. Source materials will be provided – this project requires minimal outside research.

Attach rubric to Unit Plan

### Other Evidence

Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? Formative and summative assessments used throughout the unit to arrive at the outcomes.

### Student Self-Assessment

How will students reflect upon or self-assess their learning?

Students will work in groups to analyze the reading and answer essential questions about it, with the teacher's observation.

If the teacher wishes to extend the unit, the students may conduct guided peer reviews and revise their letters accordingly.

	<p>Questions for a sample peer review sheet:</p> <ul style="list-style-type: none"> <li>• Does the letter have a specific audience? Who is the audience? Is the argument tailored to that audience? How so? If not, try to suggest ways to appeal to the audience?</li> <li>• Does the writer begin by explaining who he or she is and why he or she is writing?</li> <li>• Does the letter clearly state its central argument in the introductory paragraph? What is it?</li> <li>• Does the letter back up its central argument with at least two and no more than three supporting arguments? What are they?</li> <li>• Is the letter organized into paragraphs? Does each paragraph have a separate topic? Mark any paragraphs that have multiple topics.</li> <li>• What is the letter's tone? Do you find it effective? Why or why not?</li> <li>• Does the writer refer to at least two sources? Are the sources clearly introduced and correctly cited? Mark any that need more introduction or citation.</li> <li>• Does the letter consistently portray the point of view of a Point Hope resident in 1960? Why or why not?</li> </ul>
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#	Lesson Title	Lesson Activities
1	Spark	As the first slide in a slideshow, give students the Edward Teller quotation, "If your mountain is not in the right place, drop us a card," and ask them, in groups, to discuss the quotation. What does it suggest to them? What do they think of the person who said that, and why?
2	Introducing Project Chariot	Explain what it means, and introduce Project Chariot, showing slides. Show a map of the proposed blast site, showing the proximity of Point Hope to the site. Show slides of the AEC projections.
3	First discussion of Chariot	Ask students what they think of this idea. What have they heard about nuclear bombs? What do they know about radiation? Be prepared to answer questions about radioactivity.
4	How Chariot got started	Show a brief slideshow and give a brief lecture about how Chariot got started. Discuss American bomb testing in the Pacific, explain the rationale behind Project Plowshare, and then explain the AEC proposal and how much support it got from the government and the University of Alaska.

5	Discussion: Initial reaction to Chariot	Put the students in groups of 3 or 4 and ask them what they would do if such a plan were proposed today. Would they be in favor? Neutral? Opposed? How would they go about voicing their opinion? Discuss the methods of communication that are available today, that were not available to the people of Point Hope in 1960.
6	Reading: O'Neill	<p>As homework, assign students an excerpt from Chapter 9 of <i>The Firecracker Boys</i>, by Dan O'Neill. This chapter deals with the meeting between the people of Point Hope and the representatives of the AEC.</p> <ol style="list-style-type: none"> <li>1. Assign students the brief opening section of the chapter, which ends, "they would be surprised."</li> <li>2. Give students the following summary of elided material: <ul style="list-style-type: none"> <li><i>In March of 1960, three representatives of the Atomic Energy Commission (AEC) made a tour of cities and villages in Alaska, arguing in favor of Project Chariot. They started in Juneau, where they met with the governor, nine legislators, and scientists at the Department of Fish and Game. The meeting with the politicians went well for the AEC, but Fish and Game put up some opposition to Project Chariot. Several of the scientists who had been working for the AEC, researching the effects of radiation on the environment of the Arctic, also opposed the project. The strongest opponent was a researcher named Don Foote, who had lived in Point Hope.</i></li> <li><i>The next step, for the AEC representatives, was to tour the Alaska Native villages in the area. Point Hope was one of the last villages on the tour. Russell Ball, head of technical operations at the AEC office in San Francisco, Rodney Southwick, a public relations man from San Francisco, and Robert Rausch, a researcher from Anchorage, arrived in Point Hope to try to convince the residents to support Project Chariot.</i></li> </ul> </li> <li>3. Assign students pages 126-141 inclusive, beginning with "Rausch packed his Arctic gear," and continuing to the end of the chapter.</li> <li>4. Give students the following comprehension questions, to be answered at home: <ul style="list-style-type: none"> <li>• Name four people who questioned the researchers or spoke out against the plan.</li> <li>• Give two arguments the people of Point Hope used to oppose the plan.</li> <li>• List three false statements made by the AEC representatives.</li> <li>• Who told the AEC that she had read about indigenous people who had their home "blasted" by American nuclear testing? What tests was she talking about? Where did those people live?</li> </ul> </li> </ol>
7	Day 2: In-class discussion of the O'Neill reading	<p>Open by asking the entire class questions about the source material, aimed at establishing a general level of comprehension, e.g.</p> <ul style="list-style-type: none"> <li>• What happened in the reading?</li> <li>• Who were the central figures in the reading?</li> <li>• Why were the men from the AEC in Point Hope?</li> <li>• How did the Point Hoppers react?</li> </ul> <p>In groups of 3 or 4, have students answer several essential questions. Potential questions include the following:</p>

		<ul style="list-style-type: none"> <li>• How did the government’s assumptions about the Inupiat affect the debate over project Chariot? How did those assumptions work against the Inupiat? How did those assumptions work against Project Chariot?</li> <li>• How well were the Point Hopers prepared to meet the AEC representatives? Were they more or less prepared than the people of other Native villages along the coast? Why or why not?</li> <li>• What role or roles did journalism play in the Chariot debate?</li> <li>• Why do you think Teller, the AEC and supporters of Chariot were so strongly in favor of it? What do you think of their reasoning?</li> <li>• Why do you think Teller and the AEC considered the Alaskan coast to be a suitable place for bomb testing? Is this the same as the reason they gave the Point Hopers? Considering these questions, do you think Teller and the AEC thought they were doing the right thing? Why or why not?</li> <li>• What factors contributed to lack of communication between the AEC and the Inupiat?</li> </ul>
8	Group Discussion: Activism	Have students return to the question from the day before: how could the Point Hopers, with the resources and information available to them, try to stop Project Chariot? Have students make a list of strategies the Inupiat could use.
9	Defeat of Chariot	Give a brief slideshow and lecture on how Project Chariot was defeated.
10	Writing Assignment: Letter of Protest	<p>Writing Assignment: Length: 300 – 400 words.</p> <p><i>It is 1960. You are a member of the Point Hope community, you attended the AEC presentation on Project Chariot, and you don’t want to see Project Chariot take place. Write a letter to a specific audience, protesting the plan. The audience you choose may be your member of Congress, a national newspaper, or another person or organization that you think might be a good ally in the fight against Project Chariot.</i></p> <p><i>As you would with a persuasive essay, organize your argument into supporting arguments. You should have at least two and no more than three. Open the letter by explaining why you are writing, then make your arguments in logical order, starting a new paragraph when you start a new argument. Back up your arguments with research, using the excerpt from Chapter 9 of The Firecracker Boys (an account of the meeting between the AEC and the Point Hopers) and the newspaper and magazine articles of the time period. You must refer to at least two of the three sources. Remember, you may only use information that was available in 1960. Thus, since you are writing as someone who attended the AEC presentation, you may use Dan O’Neill’s account of the presentation to find quotations from the transcript of the meeting that</i></p>

		<p><i>you can refer to in your letter. However, you may not refer specifically to The Firecracker Boys, as it was not written until 1994.</i></p> <p><i>Your letter must be typed, double-spaced, and 12-point Times New Roman font.</i></p> <p>“Sources:</p> <p>“The AEC Meets the Eskimos” (dialogue only).  Excerpted from: O’Neill, Dan (1994). The Firecracker Boys. New York: Basic Books</p> <p>Life Magazine article “Atom Bomb Island,” from the March 25, 1946 issue, p.105-109  <a href="https://books.google.com/books?id=iEgEAAAAMBAJ&amp;pg=PA105&amp;source=gbs_toc_r&amp;cad=2#v=onepage&amp;q&amp;f=false">https://books.google.com/books?id=iEgEAAAAMBAJ&amp;pg=PA105&amp;source=gbs_toc_r&amp;cad=2#v=onepage&amp;q&amp;f=false</a></p> <p>Life Magazine article “First Casualties of the H-Bomb” from the March 29, 1954 issue, p.17-21  <a href="https://books.google.com/books?id=Y0gEAAAAMBAJ&amp;pg=PA17&amp;source=gbs_toc_r&amp;cad=2#v=onepage&amp;q&amp;f=false">https://books.google.com/books?id=Y0gEAAAAMBAJ&amp;pg=PA17&amp;source=gbs_toc_r&amp;cad=2#v=onepage&amp;q&amp;f=false</a></p>
11	Peer Review Guide	<p>If there is time in the larger unit, have students peer review and then revise their letters. Give them a guided peer review sheet with the following questions:</p> <ul style="list-style-type: none"> <li>• Does the letter have a specific audience? Who is the audience? Is the argument tailored to that audience? How so?</li> <li>• Does the writer begin by explaining who he or she is and why he or she is writing?</li> <li>• Does the letter clearly state its central argument in the introductory paragraph? What is it?</li> <li>• Does the letter back up its central argument with at least two and no more than three supporting arguments? What are they?</li> <li>• Is the letter organized into paragraphs? Does each paragraph have a separate topic? Mark any paragraphs that have multiple topics.</li> <li>• What is the letter’s tone? Do you find it effective? Why or why not?</li> <li>• Does the writer refer to at least two sources? Are the sources clearly introduced and correctly cited? Mark any that need more introduction or citation.</li> <li>• Does the letter consistently portray the point of view of a Point Hope resident in 1960? Why or why not?</li> </ul>