

# Through the Heart of Canada: A Guideline to Teaching Pipelines in World Issues 120

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## Toolkit Objectives

Students will be able to think critically about the advantages and disadvantages of creating a pipeline and applying their beliefs to current events. The students will be able to examine their own place within the interdependent systems that link humans to each other and to the natural world (curriculum GCO).

<b>Lesson Plan: “Puzzle Piece Pipeline Project”</b>	
<b>Subject:</b> World Issues	<b>Date:</b> February 27, 2020
<b>Topic:</b> Pipeline	<b>Grade:</b> 12
<b>General / Specific Curriculum Outcomes:</b> <u>General Learning Outcome:</u> Interdependence: Students will examine their own place within the interdependent systems that link humans to each other and to the natural world. <u>Specific Learning Outcomes:</u> 2.1 analyze issues resulting from interactions among individuals, groups, and societies; 2.2 analyze actions that support peace and sustainability; 2.3 demonstrate personal and social responsibility for a peaceful and sustainable world.	
<b>Lesson Objective:</b> Students will be able to think critically about the advantages and disadvantages of creating a pipeline. Students will be able to voice their opinions on their views in regard to where they stand in the production of pipelines. Students will be able to form appropriate responses on the construction of the pipeline through hands on activities and group discussion.	
<b>Required Materials:</b> Each student or group of two will receive a blank Puzzle Piece. <ul style="list-style-type: none"><li>● Puzzle Piece is 1ft by 1ft</li><li>● Can use own materials or the materials provided<ul style="list-style-type: none"><li>○ Magazines</li><li>○ Newspaper Articles</li><li>○ Sharpies</li><li>○ Pencil crayons</li><li>○ Crayons</li></ul></li></ul>	

- Glue
- Scissors
- Glitter
- Tape
- Markers

## Order of Activities

### **Pre-Activity Information:**

Look at articles and videos of Wet'suwet'en nation fighting for their land. Ask the students to jot down key points that they grasp from the information provided. Once information is presented, students will be asked to discuss their findings.

Questions to ask the students:

- Is there a bias in the article/video?
- What takeaways did you get from this source?
- What information stood out to you?

Resources to use for pre-activity information on the Coastal Gaslink Pipeline:

- [https://www.youtube.com/watch?v=FD8DfwM\\_fMA](https://www.youtube.com/watch?v=FD8DfwM_fMA)
- <https://www.ctvnews.ca/canada/wet-suwet-en-what-s-the-difference-between-the-elected-band-council-and-hereditary-chiefs-1.4811453>
- [https://www.youtube.com/watch?v=tuc-jINrp\\_M](https://www.youtube.com/watch?v=tuc-jINrp_M)
- <https://www.cbc.ca/news/indigenous/blockade-railway-mowhak-wet-suwet-en-1.5467234>
- <https://www.coastalgaslink.com/about/>

<p><b>Activity Overview:</b></p>	<p><b>Project Overview:</b> Students will create an arts based project based on an issue surrounding the Pipeline debate. The issue can be one the student feels passionate about such as the environmental impact, jobs impact , Indigenous lands impact ect. They should convey their issue artistically on the Puzzle Piece. Once Finished the Puzzle Pieces will be put together to represent the students feelings and opinions toward the Pipeline.</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>-Students may use other resources such as the books discussed in class, “Where Rivers Meets”, “Pipe Dream” and “This Place 150 years Re-told”.</li> <li>-Students may use their own resources, news articles, videos, ect.</li> </ul> <p><b>Timeline:</b> Students will have 3 classes (3 hours) to work on their Puzzle Piece and 1 day for putting class project together with class discussion (1 hour).</p>
<p><b>Activity:</b></p>	<p><b>Class Outline:</b></p> <p><b>Class 1:</b> Finding resources, doing research and finding a topic or issue to place on Puzzle Piece.</p> <ul style="list-style-type: none"> <li>-Before Continuing students may consult with the instructor on their idea.</li> </ul> <p><b>Class 2:</b> Finish finding an Issue and beginning to design Puzzle Piece.</p> <p><b>Class 3:</b> Designing Puzzle piece and/or finishing puzzle Piece.</p> <p>*If students are not finished they may work on their Puzzle Piece during personal time.</p> <p><b>Class 4:</b>The Puzzle Piece Pipeline Project will be due 1 week later. Puzzle Pieces will be put together and displayed in the classroom. On the day the project is put together, there will be a class discussion on their artwork, findings and other opinions.</p>
<p><b>Class Reflection of Activity:</b></p>	<p>During the reflection, students will have the opportunity to convey their interests, enthusiasm and/or concerns about their issue on their puzzle piece.</p> <p>Discussions can be on:</p> <ul style="list-style-type: none"> <li>- moral and ethical concerns?</li> <li>-Personal opinions? What does _____ mean to you?</li> <li>-Compare or contrast?</li> </ul>

<p><b>Assessment:</b></p>	<p>Only formative assessment will occur during this lesson. Observation during the lesson will occur to evaluate the small or individual work group, to see if all students are participating and working to understand the different points of views on the construction of the Coastal Gaslink Pipeline. The puzzle that the students create will be another method of formative assessment. Seeing the final product of the students' art based activity will allow the teacher to monitor and assess their progress during this lesson.</p>		
<p><b>Differentiation:</b></p>	<p><b><u>Ability:</u></b> Students with various learning abilities will be able to participate in this activity. They can participate in the activity with a partner, and if able, to participate in the reflection discussion.</p>	<p><b><u>Interest/Choice:</u></b> Students will have autonomy over the choice of topic for their puzzle piece and the method/creativity of their activity.</p>	<p><b><u>Multiple Intelligences/ Learning Preferences:</u></b> This is a multisensory lesson - it will include audio, visual, audiovisual, verbal, interpersonal intelligence, and intrapersonal intelligence, allowing for students to receive a well-rounded lesson.</p>
<p><b>Reflection:</b></p>	<ul style="list-style-type: none"> <li>- How did this lesson go?</li> <li>- Would I do this lesson again?</li> <li>- Did the students grasp the goal(s)/concept(s) of the lesson?</li> <li>- Does the lesson relate to everyday life?</li> <li>- Will students use the objective of this lesson outside of the classroom?</li> <li>- Did the students enjoy the lesson? Were they engaged?</li> </ul>		

## Online resources

1. Native Land is an interactive website that maps traditional territories of Indigenous people, treaties and languages. Students can explore the now Canadian map to understand which Indigenous territories are being threatened with the construction of the pipeline. This tool can help students develop a better geographical understanding of the impact, which treaties exist in these areas and the traditional Indigenous languages spoken. This is a broad resource that can be taken in many directions, great for an inquiry-based final project.  
Link: <https://native-land.ca/>
2. Canada Land Podcast Ep. 312- Siege on Wet'suwet'en: This is a dense podcast exploring journalism coverage of protests happening on Wet'suwet'en territory, and the abuse of power by the RCMP to control over what is being reported and published in the news. This is a great resource to get students thinking about what coverage is being excluded and whose voices could be going unheard. Students can dive deeper to explore why and who are trying to filter what is seen by journalists who are reporting in Wet'suwet'en territory. Available on Spotify and apple music.
3. Article: Pipeline Pushback: Indigenous Artists Fight Canada's Addiction to Extraction. This article provides users with some Indigenous art created to challenge the pipeline expansion in Canada. In addition, there are descriptions of each art piece. Students can analyze the different pieces and analyze how through Indigenous art, they are protesting the pipeline expansion.  
Link: <https://brokenpencil.com/features/aki/>
4. Indigenous Communities Divided Over Pipeline - <https://www.youtube.com/watch?v=79oRVfdk9uE>  
This CBC News clip speaks to two First Nation Chiefs with opposing viewpoints on the Trans Mountain Pipeline. One group believes that if they purchase the pipeline, they can use the income to help complete a project to bring clean drinking water to the area, while the other group believes the pipeline needs to be shut down over environmental concerns. This clip could be used in a social studies classroom to show the different viewpoints people have on whether pipelines are good or bad for a community. Without becoming too political, students can discuss the pros and cons of a pipeline and go through the thought process that these Indigenous communities are currently going through.

5. 4 Key Impacts of the Keystone XL and Dakota Access Pipelines – January 25, 2017  
<https://www.nationalgeographic.com/news/2017/01/impact-keystone-dakota-access-pipeline-environment-global-warming-oil-health/#close>

This article looks at the impact that recent pipelines may have on the environment. Students can read this article (and some of the hyperlinked articles within, if they have access to a computer) and begin to learn about the environmental impacts that may be caused by pipelines. Students can also begin to look at new proposed pipelines and see if the same environmental concerns are at play, as well as discuss different concerns or how to minimize the impact of them if building the pipeline is necessary.

6. <https://www.youtube.com/watch?v=oywkhGMVZg>  
Anti-Native Sentiment Increasing Amid Protests Against Canadian Pipeline | NowThis  
Video with an account of an Indigenous woman being harassed in Winnipeg over the CoastalGas Link Pipeline. The video also gives a brief overview of the supporting protests that have begun to happen around Canada and the world. This video can be used in a social studies classroom to discuss both the larger political protests that are occurring, but to also look at how these protests affect individual people. This can lead into a discussion about being respectful towards people and how not all people have to agree on every issue to still get along.



## Novel Summaries

Dokis, Carly A. *Where the Rivers Meet: Pipelines, Participatory Resource Management, and Aboriginal-State Relations in the Northwest Territories*. UBC Press, 2015.

Carly A. Dokis's book, *Where the Rivers Meet*, tells the story of the Sahtu Dene First Nations involvement in the environmental assessment and planning stages of the construction of the Mackenzie Gas Project pipeline in the Northwest Territories. The book examines how, although the Sahtu Dene were invited to voice their concerns and participate in the environmental assessment for the pipeline, they were ultimately set up to fail. Dokis feels that their voices and concerns were not heard due to the Sahtu Dene not being equipped to participate in the consultation process, having knowledge in different aspects of the environment that the consultation process was uninterested in listening to, etc. Ultimately, Dokis reveals that the Indigenous concerns and ideas took a backseat to the thoughts of non-Indigenous peoples. *Where the Rivers Meet* would be a great tool to use in a unit on pipelines because it details the environmental assessment process, as well as shows what kind of concerns and thoughts are listened to and prioritized. The book also encourages readers to dig deeper into research, and to not take information at face value. Although the Mackenzie Gas Project could write headlines that they consulted with the Sahtu Dene First Nations, the reality is quite different.

Poitras, Jacques. *Pipe Dreams: The Fight For Canada's Energy Future*. Viking: 2018.

In his novel *Pipe Dreams*, Jacques Poitras travels across Canada interviewing all kinds of people (First Nations Chiefs, government and elected officials, prairie farmers, industry workers, local workers) about the possible construction of the Energy East pipeline. While documenting all these different accounts about the pipeline, Poitras also explores the rise and fall of the proposed pipeline. He explores the relationship of the Energy East Pipeline to the Keystone XL pipeline, Canada's relationship to the United States, the Canadian economy, and the relationship of the Energy East pipeline (and pipelines in general) to the Canadian identity. *Pipe Dreams* would be a great resource for a unit on pipelines because it explores so many aspects of a pipeline project. Although the Energy East pipeline project was cancelled, through this book students can learn about the economic, environmental, and political issues that surround a pipeline project. And, since the Energy East pipeline was meant to connect with Saint John, there are local New Brunswick issues that can be discussed in the classroom as well. In this book, Poitras explores the role of oil in Canada, and does a deep dive into the important and complicated issues, but also includes interviews and perspectives from people ranging from government officials, to grassroots workers, to Indigenous peoples. Altogether, *Pipe Dreams* becomes a great and well-rounded classroom resource for students studying pipelines.

*This Place: 150 Years Retold*. Highwater Press, 2019.

*This Place* is a collection of short graphic stories that each tell a story of Indigenous histories. For this particular unit, “Like a Razor Slash” by Richard Van Camp (p. 167-90), “Migwite’tmeg: We Remember It” by Brandon Mitchell (p. 193-218), and “Warrior Nation” by Niigaanwewidam James Sinclair (p. 220-44) each tell stories of Indigenous resistance and protests. Part of a unit on pipelines will be looking at the impact that pipelines have on Indigenous communities and Indigenous lands, so having these different accounts of protests by Indigenous peoples in the past will be a great resource. The story “Like a Razor Slash” in particular tells the story of protests against the Mackenzie Valley Pipeline in the Northwest Territories. Looking at these different protests in the graphic novel form and from the perspective of Indigenous people will contrast with some of the news coverage of protests happening currently, like the Wet’suwet’en protests happening in British Columbia and now the blockades happening across Canada.

## **Inquiry Project Description**

The final project in which learners will engage at the end of this unit will be research-based and include a final presentation. Learners can work either individually or in pairs and their final presentations can be submitted in the visual format of their choosing (i.e. a poster, video, PowerPoint, etc.). The focus of this project will be to discuss the pros and cons of pipelines as a method of resource transportation by examining a community or region, either in Canada or the United States, under which or near which pipelines currently run or are proposed to run. Learners will also examine the impacts the pipeline(s) or suggested pipeline(s) have had on the communities or regions as a result of their installation or proposed installation.

Learners should address the following as part of their presentations:

- *The name and location of the community or region they are researching*
- *The company in charge of the pipeline(s) installation (background information, reputation, etc.)*
- *Environmental concerns surrounding the pipeline(s) installation*
- *The discussions that did and did not ensue prior to the pipeline(s) installation (i.e. who was included in the discussions, who was not, and why?)*
- *The protests that occurred or are occurring as a result of the pipeline(s) or proposed pipeline(s)*
- *The people/groups behind the protests and their motivations*
- *The people/groups in favour of the pipeline(s) and their motivations*
- *If installed, whether the pipeline(s) have had mostly positive or negative impacts on the communities or regions in question.*
- *The researchers' conclusion (do they agree or disagree with the outcome(s) in the particular community or region they researched, why or why not?)*

The teacher should ensure that learners are provided with several class periods to complete the research necessary for their project, ensuring equitable access to technology and resources among all of the learners. The final project will be assessed summatively, with the value in relation to the learners' final class mark being at the teacher's discretion. This project is designed to provide learners with the opportunity to highlight what they have learned over the course of this unit of study.