



CBA Curriculum Unit

HUMANS AND THE ENVIRONMENT: CHOICES AND CONSEQUENCES FOR THE NIGER DELTA

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AUTHORED BY:

**Ryan Hauck,
Social Studies Department Chair,
Marysville-Pilchuck High School**

GRAPHIC DESIGNER:

Austin Stockwell

CBA TOPIC: Humans and the Environment

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This document is intended to assist teachers who are implementing the Humans and the Environment CBA for high school students, but will be useful to anyone teaching about current world issues, international relations, and related fields.

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HUMANS AND THE ENVIRONMENT: CHOICES AND CONSEQUENCES FOR THE NIGER DELTA

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WASHINGTON STATE CBA (CLASSROOM-BASED ASSESSMENT): HUMANS AND THE ENVIRONMENT

The Humans and the Environment CBA states, “Responsible citizenship requires understanding how humans interact with the environment. You will either propose a solution to a current environmental issue that will improve the health of the system or analyze a historical situation in terms of the environment and propose a reasonable alternative that would have improved the health of the system.”

DIRECTIONS TO STUDENTS

In a cohesive paper or presentation, you will:

- 1) State a position on an environmental issue that includes:
 - A reasonable solution to the issue in terms of improving the health of the system (contemporary issue)
 - OR
 - A reasonable alternative in terms of what would have improved the health of the system (historical situation)
- 2) Provide reasons for your position that include:
 - An analysis of benefits and/or costs of two or more stakeholders’ uses of the environment.
- 3) Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

Students may do a paper or presentation in response to the CBA provided that for either format, there is documentation of this response that someone outside their classroom could easily understand and review using the rubric (e.g., a videotaped presentation, an electronic written document).

For more information please see the following **OSPI website** links:

- OSPI’s instruction for teachers and students, as well as exemplar student papers including rubric scores can be found at:
<http://www.k12.wa.us/assessment/WASL/SocialStudies/HighSchool.aspx>
- The graphic organizer (**Handout #7**) for this CBA is included at the end of this document and can also be found at:
<http://www.k12.wa.us/assessment/WASL/SocialStudies/BridgingDocuments/HighSch08/HSGeo-HumansandtheEnvironment-SupportMaterials.pdf>
- The scoring rubric (**Handout # 8**) for this CBA is included at the end of this document and can also be found at:
<http://www.k12.wa.us/assessment/WASL/SocialStudies/BridgingDocuments/HighSch08/HSGeo-HumansandtheEnvironment-CBA.pdf>

SUMMARY/ABSTRACT

Students will learn about the environmental choices and consequences of oil exploration and development in Nigeria's Niger Delta region. Ninety percent of Nigeria's total GDP comes from oil produced in the Niger Delta, an area in the southern part of the country that is characterized by a maze of rivers, creeks, and mangrove swamps. Nigeria has become one of the world's top ten oil producers and one of the leading oil exporters to the United States. Oil production over the past 40 years has created a variety of environmental challenges and significantly impacted local communities. Despite billions of dollars in oil revenue, the local population has seen a decrease in their standard of living and found sustaining traditional methods of subsistence increasingly difficult with environmental damage. Gas flares, oil spills, acid rain, and dredging of canals has decreased fish populations, reduced access to clean water, and contributed to widespread erosion. In this unit, students will analyze the choices people have made with respect to oil production in Nigeria and think critically about the consequences of these decisions. Students will evaluate, from multiple points of view, the connection between oil and the health and welfare of local citizens in the Niger Delta. Utilizing maps, photographs, articles, and participating in a variety of activities, students will develop a critical understanding of Nigeria's natural resource dilemma.

ESSENTIAL QUESTIONS FOR STUDENTS

- How does the extraction and use of natural resources, such as oil, impact our environment?
- Based on your analysis of oil production in the Niger Delta, how would you describe the impact on the economies and cultures of local communities?
- How has environmental degradation contributed to inter-ethnic conflict, a rise in militancy, and political unrest in the Niger Delta? How have choices made around oil in the Niger Delta contributed to other economic, political, and social problems?
- How have land use laws passed by previous military dictatorships decreased local Niger Deltans' ability to control their environment?
- What is "gas flaring" and why do some oil companies utilize this technique in the production of oil? How does "gas flaring" impact the environment?
- Do corporations have a responsibility to implement environmentally friendly methods when extracting natural resources?
- What role can we play in managing our resources responsibly? As citizens, how can we support and influence responsible decision-making around environmental issues in the local, national, and global arenas?
- After learning about oil in Nigeria, do you believe human rights, the environment, and cultural issues are connected?
- To what extent is the United States dependent on oil exports from the Niger Delta?
- After careful analysis of the issues surrounding oil production in the Niger Delta, what do you think your perspective would be from the point of view of each of the following stakeholders: villager, oil company CEO, Nigerian government official, militant, oil worker, etc?

***SESSION I: HUMANS AND THE ENVIRONMENT IN NIGERIA –
WHAT ARE THE ISSUES?***

STEP ONE – BRAINSTORMING ACTIVITY

Begin your class by asking students to briefly respond to the following question: “How does our consumption of natural resources, such as oil, impact our environment?” Give students a few minutes to think about and write their responses. Distribute **Handout #1 – Brainstorming and Article Activity**. They can jot down their ideas in the brainstorming session. Have students discuss their ideas with someone sitting next to them. Spend a few more minutes discussing student responses as a large group – ask for volunteers and list responses on the board. Have students think about how our decisions with regard to how we extract and use resources impact our environment.

STEP TWO – ARTICLE AND DISCUSSION ACTIVITY

Hand out the article “Environmental Degradation in the Niger Delta,” by Joel Bisina (**Handout #2**). Divide students into small groups and assign them one of the following sections of the article:

- Introduction
- Natural Environment
- Physical Environment
- Social Environment
- Religious/Traditional and Legal Environment (2 sections)
- Local and International Economic Environment
- Historical/Political Environment
- The Way Forward

Give students 15 minutes to read and highlight/underline the main points of the article. Focus their reading around the essential question: “How has life in the Niger Delta been impacted by choices people have made around the production of oil?” Students should make a list of key details/ideas and compare it to the list that was made on the board during the brainstorming activity. Have each group share their information. Do they notice similarities or differences?

For homework: Have students finish reading and highlighting the rest of the article (the sections they were not required to read). Students will write a statement that synthesizes the author’s main argument. There is space designated for this on **Handout #1**. Have students share their responses in class the next time it meets.

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STEP THREE – VISUAL IMAGES

Utilizing the 13 slides provided, ask students to evaluate what they see. The slides are representative of the impact oil has had on life in the Niger Delta. These slides provide an interesting visual from which to examine and discuss the choice and consequences of oil consumption and production.

SLIDES AND BACKGROUND INFORMATION



1) **Oil platform** – A photo of an oil platform and gas flare. Nigeria is one of the world's leading oil producers. Many international oil companies operate out of the Niger Delta region.

2) **Oil well** – This oil well divides a local village in the creeks.



3) **Dredging a canal/laying oil pipeline** – You can see the impact to the environment from dredging new canals to lay oil pipelines.

4) **Local villagers depend on the local marine environment for their subsistence** – This has become much more difficult as a result of environmental degradation.



5) **Food: fish and shrimp** – Local seafood drying out. As you can see, the amount and size of the “catch” is getting smaller.

6) **Thatched village house** – The process by which oil has been extracted has created erosion resulting in this house being raised on stilts.



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7) **A village scene** and the impact of changing tides due to the impact of oil production.



8) **Gas flaring** – Contributes to acid rain, which in turn harms the environment.



9) **Gas flare at night** – Sometimes it can look like a sunset, but when near a village it can give perpetual light and be quite toxic.

10) **Drinking water** – Clean drinking water is difficult to come by for local villagers in the creek. You can see the dirty water that contributes to many illnesses.



11) **Damage to the Mangrove Forests** – The Niger Delta has one of the largest mangrove forests in the world – you can see how oil production/spills have contributed to the damage.

12) **Outhouse** – Despite oil production, widespread poverty prevails in the Niger Delta.



13) **Elementary students in their run-down classroom** – Oil revenues have not been used to build many new school buildings or improve education.

STEP FOUR – MAPPING AND RESEARCH ACTIVITY

This activity will familiarize students with the geography of Nigeria, the Niger Delta, oil fields, relevant vocabulary, and require students to use research skills to identify key features related to Nigeria's environment. This activity can be done in class or as homework.

Hand out the blank map (**Handout #3**) and have students use atlases to complete the following:

- Identify the four major oil producing states of the Niger Delta (Delta, Rivers, Bayles, and Akwibom)
- Label these cities: Abuja (capital), Lagos, Port Harcourt, Warri, Kano, Ibadan
- Label and color the Niger River, other bodies of water
- Color each of the four states a different color and the rest of Nigeria in one color
- Identify ten major oil fields in the Niger Delta (printable map of oil fields available at <http://ngm.nationalgeographic.com/ngm/0702/feature3/map.html> or <http://www.waado.org/NigerDelta/Maps/Oilfields.html>)
- Label neighboring countries and shade a different color.

On the back of your map, define each of the following terms, then explain their significance to environmental issues in Nigeria:

- Gas flare
- Oil platform
- Bunkering
- Acid rain
- Dredging
- Mangrove forest
- Erosion
- Delta

Next, write down five statements that reflect Nigeria's geographic features. Use atlases, almanacs, and/or internet resources. Encourage students to write higher level statements, such as "With a population of nearly 140 million people in a country the size of Texas, Nigeria's density provokes competition and conflict over resources." "Nigeria's mangrove forest, one of the largest in the world, has been damaged by the high volume of oil production." These statements are included on **Handout #3**.

SESSION II: THE IMPACT OF OIL – MULTIPLE POINTS OF VIEW

STEP ONE – POLITICAL CARTOON ACTIVITY

Begin today's lesson by showing two or three political cartoons on Nigeria. You can find cartoons from 12 Nigerian cartoonists at: www.bbc.co.uk/worldservicetrustafriacastory/2007/12/071115_nigeria_monitoring_gallery.shtml. Ask students to examine the cartoons and determine the issues expressed in the cartoon, the point of view of the cartoonist, and what it tells us about Nigeria. Ask students to volunteer their insights and discuss as a class.

STEP TWO – SIMULATION ACTIVITY

Break students into groups of three or four. Each of the groups will be taking on a different role and perspective with regard to the topic/issue of oil and the Niger Delta. The students will use a series of articles to craft a class presentation from a particular point of view. The objective of the activity is to provide a forum for learning about the various stakeholders in the Niger Delta, their perspectives on oil production and its impact on the environment, and for students to advocate a particular resolution using written, oral, and visual arguments.

SIMULATION

- 1) Distribute **Handout #4** to each group.
- 2) Give one of the following roles to the student groups:
 - Villager
 - Oil executive
 - Militant
 - Nigerian government officials – one senator, one representative
 - American or British oil platform worker
 - Ijaw activist
 - U.S. ambassador
- 3) As noted on **Handout #4**, students will research the perspective of their given stakeholder and frame their research around the following questions:
 - A) From your unique perspective, what impact has the exploration and production of oil had on the lives of Nigerians, especially those in the Niger Delta?
 - B) What responsibility does your group have to support safe and effective environmental practices?
 - C) What actions will you take to create a sustainable future that includes a healthy environment, political stability, increased standard of living, and an end to corruption?
- 4) Have students use the resource list to find relevant articles. Articles and reports can be downloaded from websites (see **Handout #6**) and provide a good overview of the current impact oil has had on the Niger Delta – environmentally, economically, politically, and socially. Students will process articles in their groups – reading and discussing the key points while taking notes and thinking about the point of view of the “stakeholder” they are representing.

- 5) You may also want to give students time to do individual research in your classroom or in the library for additional information.
- 6) Nigerian newspapers can be good sources as well.
 - *The Guardian*, <http://www.ngrguardiannews.com/>
 - *This Day*, <http://www.thisdayonline.com/>
 - *Vanguard*, <http://www.vanguardngr.com/>

Note: You can also find a list of most newspapers in Nigeria at:
<http://library.stanford.edu/africa/nigeria/nigerianews.html>

STEP THREE – PRESENTATION PREPARATION

After completing their research, students are now ready to prepare their presentation. Each of the groups will give a presentation that summarizes the perspective and position of the role they are playing. Students will create a visual aid (poster-board, PowerPoint, video, etc) that accompanies their presentation. Each group will propose a resolution or plan that deals with the consequences of oil production on local communities in the Niger Delta.

Note: This part of the activity may take three days to complete.

STEP FOUR – PRESENTATION

Each group will have approximately seven to ten minutes to give their presentation. Students will have an opportunity to learn about the various stakeholders' perspectives, take notes, and ask questions. Teachers will be able to clarify issues.

SESSION III: OIL CONSUMPTION AND CORPORATE RESPONSIBILITY

STEP ONE – DISCUSSION QUESTIONS

Have students offer their perspective on the following questions:

- Do oil companies have a responsibility to extract resources using “green” or environmentally friendly methods? What if laws are different depending on the country?
 - Are there international laws or organizations that govern these practices? What if nations have different laws with regard to how resources can be extracted and produced?
-

STEP TWO – “SWEET CRUDE” TRAILER

Note: teachers will need access to the internet and a PowerPoint projector.

‘Sweet Crude’ is a documentary (now in post-production) that tells the story of Nigeria’s oil

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industry and its impact on local communities in the Niger Delta. The documentary highlights how high the global stakes are for peace and development in the Niger Delta, as well as how individual stakeholders have been influenced by the billions of dollars of “sweet crude” (as Nigeria’s oil is called) that has flowed over the past few decades. It characterizes the choices and consequences that oil has had on the physical and human environment of the Niger Delta. The 15-minute trailer gives a good overview of some of the people and issues covered in the documentary.

Have students watch the 15-minute trailer and focus on the complex issues that face the Niger Delta – Students will see a variety of stakeholders, the physical environment, as well as economic and social issues. After watching the film, what new questions or insights do students have? How does the film support or deepen what they have already learned about Nigeria, oil, and the Niger Delta?

For the “Sweet Crude” trailer go to: www.sweetcrudemovie.com.

STEP THREE – CORPORATIONS AND OIL

Distribute the article “Oil and Corporate Recklessness in Nigeria’s Niger Delta Region,” by Joel Bisina (**Handout #5**).

- Have students read and highlight the main points of the article. Based on the title, what do they think the article is about? Have students create a cause and effect chart that explains the choices some corporations have made and the environmental, economic, political, and social consequences that have resulted.
 - Working in pairs, have students write a letter to a member of Congress explaining what they think should be done about corporate responsibility in the Niger Delta.
-

EXTENDING THE ACTIVITY – GAME BOARD OR MAGAZINE PROJECT

As an additional activity or project, you could have students review what they have learned (and research new information) about humans and the environment in Nigeria by having them create a game board with rules, questions, etc. OR, Students could make a magazine that discusses the issues with articles, different features, pictures, etc. These projects allow students to go further in their review and understanding of the topics and questions raised in the unit. It is also a fun way for them to apply what they have learned.

SESSION IV: IMPLEMENTING YOUR CBA

STEP ONE – WARM-UP ACTIVITY

Students are now ready to analyze in greater depth what they have learned about the impact of Nigerian oil on the physical, social, and economic environment of the Niger Delta. At this point, students should have a greater understanding of the issues that have materialized in Nigeria around the exploration and production of oil and should be able to identify specific examples. As a class (or in pairs or small groups) this is a good opportunity to review the causes and effects of oil on Nigerian society. You might create a graphic organizer on the board (chart, web, etc.) to review and clarify student responses. For example, students can provide details about the impact oil has had on the environment, tribal relationships, social services, politics or governance, economics/standard of living, etc. Illustrate the nature of cause and effect and explain the variety of consequences that resulted around this topic. Based on the previous lesson, students have been exposed to the variety of stakeholders involved and have developed some understanding of these multiple perspectives.

Students will now choose one of the environmental issues discussed in the unit, provide an accurate analysis of the positive and/or negative consequences of multiple stakeholders' use of the environment and its impact on Nigeria. Students will propose a reasonable solution to the current issue by making recommendations about how to improve the health of the system OR analyze the historical situation of oil in Nigeria and propose an acceptable alternative in terms of what would have improved the present circumstances.

KEY QUESTIONS

- How does the use and production of natural resources, such as oil, impact our environment?
- Based on your analysis of oil production in the Niger Delta, how would you describe the impact on economies and cultures of local communities?
- How has environmental degradation contributed to inter-ethnic conflict, a rise in militancy, and political unrest in the Niger Delta? How have choices made around oil in the Niger Delta contributed to other economic, political, and social problems?
- How have land use laws passed by previous military dictatorships decreased local Niger Deltans' ability to control their environment?
- What is "gas flaring" and why do some oil companies utilize this technique in the production of oil? How does "gas flaring" impact the environment?
- Do corporations have a responsibility to implement environmentally friendly methods when extracting natural resources?
- What role can we play in managing our resources responsibly? As citizens, how can we support and influence responsible decision-making around environmental issues in the local, national, and global arenas?
- After learning about oil in Nigeria, do you believe human rights, the environment, and cultural issues are connected?
- By evaluating the Nigerian oil industry, to what extent is the United States dependent on oil exports from the Niger Delta?
- After careful analysis of the issues surrounding oil production in the Niger Delta, what do you think your perspective would be from the point of view of each of the following stakeholders: villager, oil company CEO, Nigerian government official, militant, oil worker, etc?

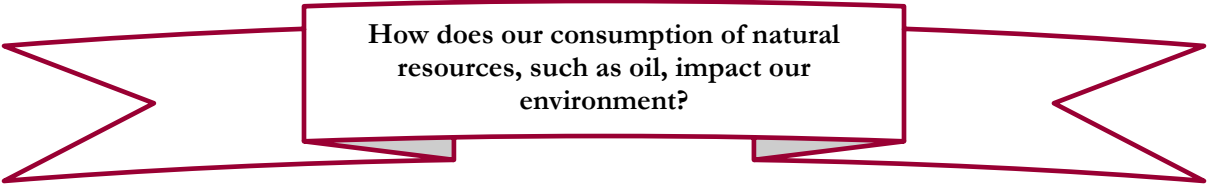
STEP TWO – RESEARCH/CREATING THE PRODUCT

Students will now have to time to synthesize what they have learned, do further research and create one of the following: written report, article, essay, editorial, etc. Remind them that **Handout #6 – Student Resource List** is a good place to start. For a more extensive resource list, encourage students to consult the “Fueling the Future: Peace or Conflict” resource booklet on Nigeria, available on the Affairs Council website (<http://www.world-affairs.org/globalclassroom/resourcepackets.htm#ftfnigeria>). Distribute **Handouts #7 & 8**. They can use **Handout #7 – Graphic Organizer** as an outline. **Handout #8 – Scoring Rubric** will inform them about how they will be graded.

STEP THREE – PRESENTATION

The presentation may take place as an oral presentation (e.g., PowerPoint, theater, speech, video, multi-media presentation, etc.)

HANDOUT #1 – BRAINSTORMING AND ARTICLE ACTIVITY



Brainstorming	Article Section
Article Synthesis	

HANDOUT #2 – JOEL BISINA ARTICLE

Joel Bisina is a peace activist and founder/Regional Director of the Niger Delta Professionals for Development (NIDPRODEV) a non-profit organization working on the communal and inter tribal conflicts in the oil rich Niger Delta Region of Nigeria. These articles are printed with permission from Joel Bisina.

“Environmental Degradation in the Niger Delta”

This paper was presented by Joel Bisina at the Niger Delta Environmental Roundtable at the Hotel Presidential PortHarcourt, November 16, 2006.

The violence of the last ten years in the Niger Delta has brought to the front burner the issue of the environment, and its implication on regional peace and security. For four decades, ecological devastation on the one hand, and neglect arising from crude oil production on the other hand, have left much of the Niger Delta desolate, uninhabitable, and poor. The unholy contraption, or “joint venture partnership,” fraudulently contrived between the Nigerian state and the oil multinationals to the criminal exclusion of the inhabitants of the region presents a case study for now and the generations unborn. Ours is a case of the goose that lays the golden egg. The Delta holds the bulk of the economic resources that sustains the public treasury in Nigeria. Yet, years of neglect and ecological devastation have left much of the Niger Delta despoiled and impoverished.

This contradiction of riches is a constant refrain in most conflicts in the Delta. I cannot but agree with the summation contained in the UNDP Human Development Report, “a delicate balance exists between the human population in the Niger Delta and its fragile ecosystem. There is a strong feeling in the region that the rate of environmental degradation is pushing the region towards ecological disaster.” Conflicts in the region have often been blamed on among other things, neglect by government and oil companies, unemployment, military rule, the minority question, and a badly structured Nigerian federalism, especially as it concerns finances. While these factors separately or jointly bear on the conflict dynamics in the region, what has been lacking is their integration into an explanatory system in the addendum called environmental degradation. I prefer to call it environmental destruction as against degradation. Whereas both natural and human interventions can result in environment degradation, destruction is a product of man’s unhealthy and unfriendly interaction with the environment. Okechukwu Ibeanu questioned if the factors are causal or only mediatory? (Ibeanu, 2000). He went further to query that if they are causal factors, are they principal, secondary, or tertiary, are they triggers, pivotal, mobilizing, or aggravating factors?

I will respond by saying that the environment factor is primary and is pivotal to the Niger Delta regional peace and conflict dynamics. In attempting to underpin environmental degradation and its implication on peace and conflict dynamics in the Niger Delta, it will be necessary to try to examine the various contextual environments that present themselves and how they singularly or collectively interact to define the peace conflict spiral. Attempt will also be made to examine how this interaction dictates and reorders the peace security dynamics in the Niger Delta.

Natural Environment

Dr Egunjobi Layi in his paper published in *Springlink Journal* writes that “The relatively under-developed condition of the Delta Area of Nigeria is mainly due to its difficult natural environment. This is with particular reference to the mass, and complex maze, of water which floods the region, causing erosion and pollution, all of which adversely affect agricultural practice, transportation and other human activities.” While I want to agree with the scholar to some extent, I beg to differ a little and state that attributing the under-development in the delta to a difficult natural environment is just over simplifying the problem. The natural Niger Delta environment we inherited from our forebears was an environment rich in bio diversity, varied species of wild life, dense population of marine and aquatic life, in fresh and salt water bodies, with rich mangrove and fresh water vegetation, flamboyant raffia and shrubs. However, what we are now bequeathing for future generations is a natural environment whose lushness has disappeared completely, altered and degraded. This is due to canals that have been dredged, rivers and rivulets that have been blocked, streams and ponds that have silted to make way for oil drilling and exploitation. The resulting

scenario is mass migration of fish species, destroying traditional livelihood systems. We now have polluted fresh water streams and rivers, fresh water vegetation completely wiped out by salt water encroachment caused by a combination of dredging and high tidal currents resulting from melting ice in the Arctic. The consequences of all these changes in the natural environment are poverty and frustration, resulting in tribes lashing out at one another or at the multi national corporations.

The Physical Environment

Our generation inherited a physical environment that was characterized by natural clean long stretch of sand beaches, fresh and healthy water lettuce that add their beauty and flavor to the environment. It is sad to say that we are bequeathing to our children an environment that is completely eroded or silted in some cases. We are bequeathing communities whose shorelines have been washed away or eroded due to the high volume of deep-sea exploration and exploitation activities. Once hilly and highland environments have been reduced to below sea level. Navigable creeks which once supported socio-economic activities among local dwellers have been silted with dredge dump, washed top surface soil arising from erosion and blocked canal of water ways to make way for oil activities; thus making them difficult for navigation. We are beginning to find deserts in the delta due to pollution and oil spills, or forests that have been wiped out by bush fires caused by spills of petroleum products from aged or burst pipelines. The situation continues to reduce the land available for farming and infrastructural development. This has created unhealthy competition for available land space, further heightening cases of land related conflicts. Our skylines are lit up with flares from gas, fumes and smoke associated with gas flare. In some of our communities it is difficult to differentiate between day and night.

Social Environment

The social safety nets of extended family system, communal labour, and communal ownership have broken or been replaced by greedy self-seeking and self-promoting values. I remember growing up as a child in the very strong sense of community that sustained peace and security for the environment. There was this particular occasion, in 1971 when a stranger passerby pulled into our community in one of the evenings with a very small canoe. The stranger was in the middle of his small canoe, sitting on top of a huge red snapper because he did not want the fish to escape. Immediately when he got to our village he started asking who had set the fishing trap to the south of our community, and my elder sister came out and said, "I am the one." He pulled into our waterfront and said, please come take this fish, I saw it in one of your traps, it was almost escaping so I decided to rescue it and look for the owner. My mother was so moved by the act of courage, honesty and kindness that she told the stranger that he should wait so that they can butcher the fish to enable him to have some portion of the fish. As far as mama was concerned, the fish would have escaped from the trap, but for the resilience of the human spirit of honesty and kindness displayed by the man that rescued the fish. The man simply said, "Mama thank you for your kind gesture, but let it be next time because my journey is far before I get to my final destination, the portion would have decayed."

In another incident my mother lost her boat with the entire foodstuff she had bought for sale because the boat was not well tied to the shore. The next morning we went out looking for mama's boat and her foodstuff. If you like, call it going out to search for mama's shop or stall, because that mobile boat was the shop we had. In every community we got to, we would ask whether they found the boat or not. We finally located mama's community from our own. A hunter who had gone out in the night from that community found this strange boat shop and decided to take it to his water front hoping that the owner would show up. When we got there the entire content of mama's shop boat was intact. The man did not remove a pin. My mother thanked him and we took our shop boat back without paying a dime. The most exciting aspect of it was that the man even gave a portion from a bush pig he had killed that night, saying that mama's shop boat brought him good luck that night. He claimed that for the past one week he had been going hunting without success, but that when he saw mama's floating shop boat, he decided to bring it ashore and tie it firmly to his waterfront. He then decided to continue his hunting, and that not quite two kilometers away he ran into these bush pigs which by his explanation were mating and he was lucky to kill one of them, but the second one escaped. So not only did we recover our shop boat and its contents, we

also had a very fresh portion of bush pig for meal that day.

These were the social settings that existed in our communities then. Communities that were driven by deep values of kindness, honesty and transparency, a communal philosophy of giving and sharing, where the haves have and keep for, on behalf of the whole not self. Societies where you could go to bed with your doors open; houses where there were no doors. But today caution has been thrown to the wind and people brazenly even appropriate to self that which belongs to all. The social formations now create societies where some live in squalor and abject poverty, while others live in affluence at the expense of the whole. Today words that were alien to our lexicon have started to find their way into dominant pages. We now hear of sea piracy, hostage taking and kidnapping targeted at locals and strangers, highway and sea way robbery, heavily armed criminal gangs in our water ways who wreak all sorts of havoc, all in the name of the Niger Delta struggle. There is no longer trust for one another, not even at the community level.

Religious/Traditional Environment

The clash of traditional and western cultures, religions and belief systems also has opened up sacred shrines and places of worship for drilling and exploration for oil. Ancient landmarks have been pulled down and in some cases destroyed. We are now like a people without a past.

Legal Environment

By decrees, oil and gas became owned by the federal government, and progressively the region's entitlements by way of derivation-based allocations declined from 50% to a mere 1½% in 1984 and later 3% in 1999 (Augustine Ekelegbe, *The Economy of Conflict in the Oil Rich Niger Delta Region*, p. 214). The Northern hegemony taking advantage of military dictatorship began a regime of near total appropriation of the region's oil resources through an intense over centralization and concentration of power and resources in the federal government. Oil resources were a major target. Various decrees and enactments were made to completely take away control of oil from the locals. Under the Petroleum Act 1969, the entire ownership and control of all oil and gas in place within any land in Nigeria, under its territorial waters and the continental shelf, is vested in the state of Nigeria. The Constitution of the Federal Republic of Nigeria 1999 further emphasized the state ownership in section 40(3), which provides that "the entire property in and control of all mineral oils and natural gas in, under or upon the territorial waters and the Exclusive Economic Zone of Nigeria shall vest in the Government of the Federal Republic of Nigeria, and shall be managed in such manner as may be established by law." The implication of these laws is that the land available to the locals or people in the Niger Delta is further taken away from them on a daily basis as more oil is found in the land. As the land space gets smaller the struggle for its ownership and control increases and at the same time potential conflict over ownership of land increases.

The Local and International Economic Environment

Nigeria is a major player in the world energy market. It is the seventh largest producer of oil in the world. It supplies a fifth of United States oil imports. It is further becoming an important supplier in the global liquefied natural gas (LNG) market. Instability in world oil supplies and the critical link of oil to the international economy has made Nigerian and more generally African oil to be more strategic than ever.

The irony is that the local economic environment is determined and driven by powers and economic forces that transcend beyond our borders - the IMF, the World Bank, Paris Club, Creditors Club, and so on. We do not have any control over the oil we produce, the quantity to be produced, the price at which to sell, who to sell to and at what price to refine it. Nor do we have the powers to determine at what price we should sell to ourselves. Other factors at the fore of regional conflicts are strong economic considerations, desperation and the need to amass wealth. Economies of crisis and war in the region have largely been underpinned by greed and high levels of corruption. There is also the profiting from conflicts by youth militias, rebels, armed gangs and even government soldiers. This involves plundering, bunkering, looting, and extortion, imposition of tolls, and robbery of local people, traders and farmers. Most youth militias are driven by the opportunity to acquire properties and riches. The economy underpins an extensive proliferation of arms and the pervasiveness of crime, violence, and communal/ethnic conflicts.

The challenges of creating and ensuring access to these benefits have fuelled a deadly struggle among the ethnic and community leaderships, the elites, businessmen and politicians, youths, women and various other groups in the region. It has also fuelled deadly and violent conflicts as each group struggles to prove their relevance and capacity to disrupt the oil economy. Individuals and groups struggle to control and dominate access and actual opportunities and benefits. The emerging greed, corruption and distributive conflicts underpin numerous incidents of community disturbances and criminal violence in the region. Ibeanu (2002: 165) describes the situation as a “matrix of concentric circles of payoffs and rewards built on blackmail and violence.” He continues: “The closer a person is to the centre, the greater his/her capacity to blackmail oil companies and therefore the greater his/her payoff. In time, members of the raucous inner circle fade away in a whimper and silence as a new core of vocal community leaders emerge more blackmail, more payoffs.”

Historical / Political Environment

The history of protests and conflicts of acrimony by the Niger Delta peoples against forced union and exploitation dates back to 1957 when testimonies were made in respect thereof before the Willink Commission of Inquiry into Minority Fears. What were those fears? They were fears of marginalization, neglect and the politics of exclusion, by the ethnic majority-based ruling political parties and governments of the then Eastern and Western Regions. Subsequently, several protests and clamors for justice have been registered to no avail. Characteristically, both military and civilian governments have ignored clamors for equitable remedies, and forcibly smothered protests through use of overwhelming military might and other documented acts of state sanction and political violence. The prevailing concept of federalism in Nigeria today falls short of expectations in both definition and practice. To the extent that it is being practiced as quasi-federalism, there has been an overly centralized control of resources by the Federal Government. This aberration continues to generate perpetual conflicts with indigenous rights; hence, it has become a major cause of conflicts in the Niger Delta Region, especially from notorious derivation principles for revenue allocation to states in the region.

The Way Forward

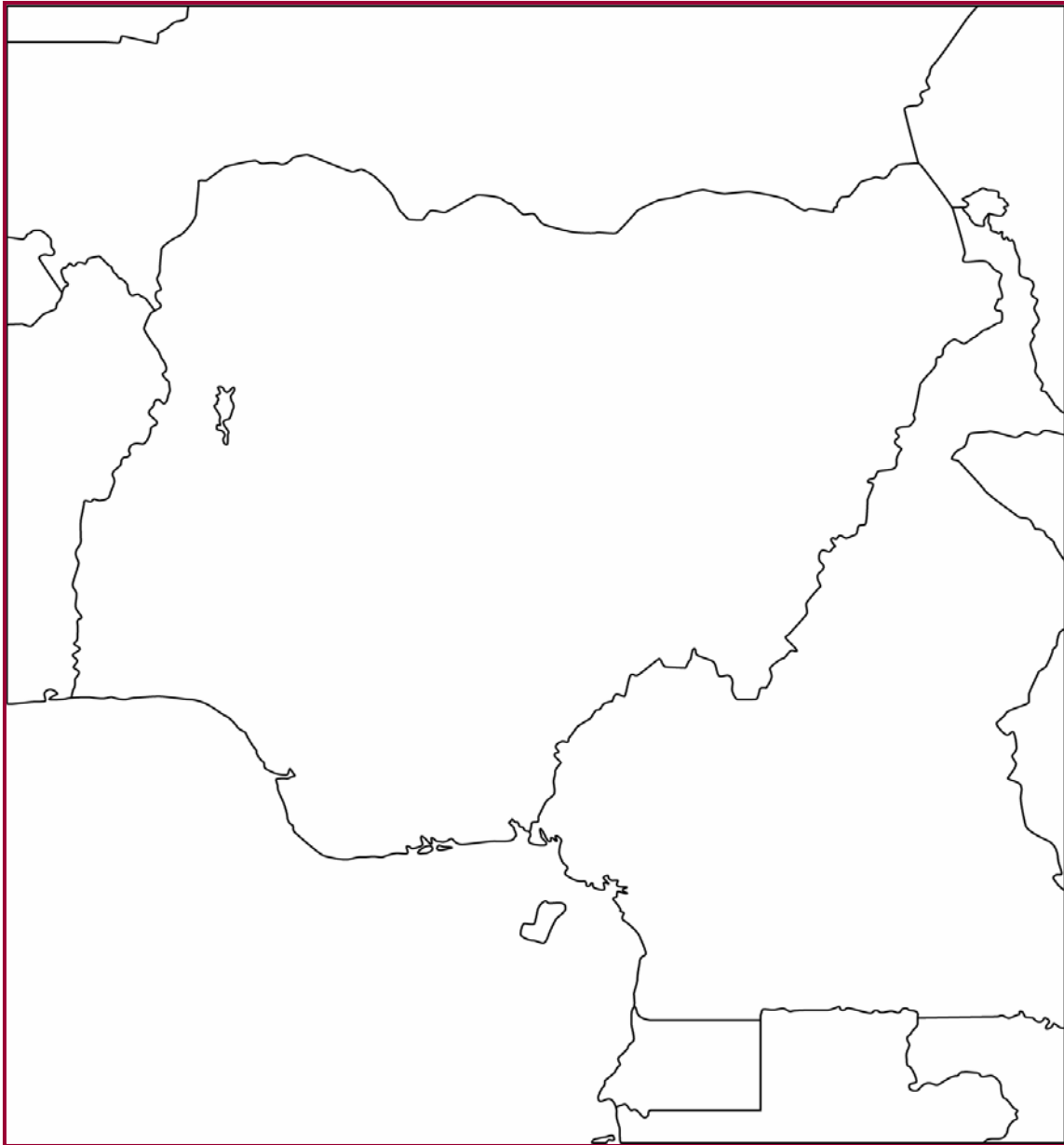
- Institutions of government and development interventionist agencies should, as a matter of urgency, fast track the process of environment remediation and ecosystem restoration.
- The issue of transparency and accountability should be taken more seriously.
- Legislations, decrees and enactments that are disempowering should be reviewed and where necessary abrogated as they continue to serve as an impediment to peace and security.
- Development priorities should be set by local communities.
- Local community participation in the resource mobilization, management and allocation should be given the attention it deserves. At least 30% of oil revenue should go directly to oil bearing communities.
- The political process should be made transparent and fair for free entry and exit of those with integrity and men whose vision and values are driven by the desire to serve not to be served.

Notes:

- [1] Augustine Ikelegbe - The Economy of Conflict in the Oil Rich Niger Delta Region
- [2] Oke Ibeanu - Oiling the Friction; Environmental Conflict Management in the Niger Delta of Nigeria
- [3] CYRIL Obi - Globalised Images of Environmental Security in Africa
- [4] Actionaid - Policy Watch (Perspective on Peace Building)
- [5] UNDP - Niger Delta Human Development Report
- [6] Actionaid - Conflict and Human Security
- [7] Joel Bisina - Oil and Corporate Recklessness in Nigeria
- [8] Dr. Walter Abeng Mboto - Regional Resources Versus Environmental Conflict in the Niger Delta.
- [9] Zak Harmon- World Bank, Big Oil and the Niger Delta.

HANDOUT # 3 – NIGERIA MAP ACTIVITY

Name: _____



- Identify the four major oil producing states of the Niger Delta (Delta, Rivers, Baylesa, and Akwibom).
- Label these cities: Abuja (capital), Lagos, Port Harcourt, Warri, Kano, Ibadan.
- Label and color the Niger River and other bodies of water.
- Color each of the four states a different color; make the rest of Nigeria one color.
- Identify ten major oil fields in the Niger Delta (printable map of oil fields available at: <http://ngm.nationalgeographic.com/ngm/0702/feature3/map.html> , or <http://www.waado.org/NigerDelta/Maps/Oilfields.html>).
- Label neighboring countries; shade a different color.

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Define each of the following terms; explain their significance to environmental issues in Nigeria.

- Gas flare:
- Oil platform:
- Bunkering:
- Acid rain:
- Dredging:
- Mangrove Forest:
- Erosion:
- Delta:

Now, in the space provided below write down five additional statements that reflect Nigeria's geographic features. Feel free to use atlases, almanacs, and/or internet resources.

1. With a population of nearly 140 million people in a country the size of Texas, Nigeria's density provokes competition and conflict over resources.

2. Nigeria's mangrove forest, one of the largest in the world, has been damaged by the high volume of oil production.

3. _____

_____.

4. _____

_____.

5. _____

_____.

6. _____

_____.

7. _____

_____.

HANDOUT #4 – SIMULATION ACTIVITY

Instructions: You will be given one of the following roles: Niger Delta Villager, Oil Executive, Militant, Nigerian Government Official, American or British Oil Platform Worker, Ijaw Activist, or U.S. Ambassador. Your task is to conduct research from the perspective of one of the stakeholders. Frame your research around the following three questions:

1. From your unique perspective, what impact has the exploration and production of oil had on the lives of Nigerians, especially those in the Niger Delta?
2. What responsibility does your group have to support safe and effective environmental practices?
3. What actions will you take to create a sustainable future that includes a healthy environment, political stability, increased standard of living, and an end to corruption?

After completing your research, you are now ready to prepare a seven-ten minute presentation. Each group will:

- Give a presentation that summarizes the perspective and position of the role you are playing. Create a visual aid (poster-board, PowerPoint, video, etc) that accompanies your presentation.
- Propose a resolution or plan that deals with the consequences of oil production on local communities in the Niger Delta.
- Be prepared to debate their perspective with other stakeholders (groups).

STAKEHOLDER INFORMATION

- 1) **Villager** – Forty-year-old, female resident of Oporoza community. Has three children and supports her family with fishing and selling some goods in the local market.
- 2) **Oil Executive** – Part of the Chevron management team. Based in Lagos, but travels to oil producing flow stations/platforms periodically.
- 3) **Militant**- Member of MEND or Movement for the Emancipation of the Niger Delta. Actively engaged in challenging the government for control of local oil resources. Spends much of his time at one of several camps in Delta State.
- 4) **Government Official 1**: Senator who spends most of his time in the capital of Abuja. Is not from the Delta, is from the North; some questions about corruption.
- 5) **Nigerian Government Official 2**: Representative from Rivers State (Niger Delta). Lots of pressure from local communities to improve their lives.
- 6) **American or British Platform Worker** – Works for months at a time at an oil platform in Bayelsa State. Concerned about militancy in the Delta.
- 7) **Ijaw Activist**: From majority ethnic group in the Niger Delta. Runs a local NGO (non-governmental organization) and is pushing the government for political and economic accountability and also environmental remediation.
- 8) **U.S. Ambassador to Nigeria**: Concerned about violence and kidnapping of oil workers in the Niger Delta. Security reasons prevent the Ambassador from visiting the area; knows that oil exports from Nigeria have become an increasing percentage of U.S. energy imports.

HANDOUT #5 – JOEL BISINA ARTICLE #2

Joel Bisina is a peace activist and founder/Regional Director of the Niger Delta Professionals for Development (NIDPRODEV) a non-profit organization working on the communal and inter tribal conflicts in the oil rich Niger Delta Region of Nigeria. These articles are printed with permission from Joel Bisina..

“Oil and Corporate Recklessness in Nigeria’s Niger Delta Region”

By Joel Bisina, July 29, 2004

Nigeria is Africa's largest and most complex country, with a population of 120 million people from over 250 tribes. The vast, swampy terrain of the Niger Delta region supports almost 20 million people, many of them in isolated communities only accessible by boat. The Niger Delta serves as the economic nerve center of the Nigeria Federation with its vast oil deposits. Presently, crude oil accounts for about 85% of the nation's revenue. Oil from the Niger Delta accounts for 20% of oil supply to the US, and has become increasingly important from a strategic perspective as conflicts continue in the Middle East. However, this “blessing” has become a curse for the people of the Niger Delta. They have suffered environmental devastation, economic poverty, and constant conflict. To make matters even worse, political considerations and greed on the part of a corrupt government have kept many of the earnings from these vast reserves from returning to the Niger Delta to help restore the region. Since the discovery of oil and the production in commercial quantities in 1958, the people of the Niger Delta have known no peace.

Today, violent inter-tribal and inter-communal conflicts, arms proliferation, ethnic militias, and illegal bunkering (theft of crude oil directly from pipelines) have become synonymous with the region. Economic activities related to oil and gas has placed the government's security emphasis on the need to produce oil and gas most effectively and efficiently. This type of security consideration ignores the impact on other environmental and human resources such as waters, forests, fish, and the climate of the area. The youth of the region, a vibrant and energetic generation who should be supporting the productivity and the future of this area, are instead being continuously cut down by bullets from security operatives under the guise of the war on terrorism. Communities are razed and extra-judicial killings are the order of the day.

From the days of the hanging of playwright and prominent environmental rights activist Ken Saro Wiwa and nine other Ogoni individuals by the then military regime of General Sani Abacha, to the Odi holocaust and the burning and destruction of Awor and Fenegbene by the present Obasanjo administration, the story has been the same. When oil production activities are intensified or activated in a very dedicated manner, riverbank erosion results, gas flares occur frequently, forests are cut down, rivers and streams are dredged, turned into canals or blocked and then polluted. Farms and sacred lands are not spared either; they may be acquired for oil and gas development or polluted, as production gets under way. Anything that is seen to obstruct or have the semblance of serving as obstruction to the free flow of oil is uprooted and destroyed, whether it is a human being, a community or a stream.

Compounding the plight of the people of the Niger Delta is the issue of environmental pollution. Oil production and dredging have caused acid rain, fouled the air and the water, and caused widespread and dramatic erosion. Whole communities have watched their lands erode away. Fishing and farming, the traditional occupations of these people, is no longer viable. This situation has caused poverty, hunger, and desperation among these peoples, who are struggling to eke out a living. The issue of ownership rights is key. Federal laws automatically transfer title to any land where oil is found to the federal government without adequate compensation to the landowners. This gives the federal government the right to enter into an unholy alliance with multi national oil companies in the name of joint venture operations at the exclusion of the people. The result is that the federal government and the multinational oil corporations share the resulting revenue on a ratio of 60:40 percent with nothing left for the landowners. In addition, oil spills and other ongoing problems caused by the oil production are not attended to, so the area is left in much worse shape than before the oil reserves were found.

Underlying this complex and fraudulent economic arrangement is the issue of ethnicity and tribalism.

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There are 250 ethnic nationalities in Nigeria, with the Yorubas, Igbos, and the Hausa/Fulani of the west, southeast, and the north comprising the majority tribes. The minorities of the Ijaws, Itsekiris, and other nationalities inhabit the oil rich Niger Delta region, which is swampy deltaic terrain, and is completely cut off from development, modern industries and social infrastructure. Educational opportunities are limited, and the closest health care facility is about three hours by speedboat. Because the government tends to be populated by people who originated from the majority tribes which do not happen to be located in the Delta, they have created a formula for sharing the revenues from oil production that favors other regions, further increasing the poverty in the Delta and creating anger and conflict between the delta tribes themselves. Trust amongst the tribes has been eroded, while hatred and suspicion have grown, as they are made to believe that they are enemies to one and another by the divide and rule and divide and exploit attitude of an insincere national government and its dubious multi-national collaborators.

The combination of these factors creates a potential powder keg. Because Nigeria is the largest nation in Africa and considered the leader in political and economic issues, any eruption could have a deeply destabilizing effect on both the continent and the global community. By providing the world a more complete understanding of the real story behind the impact of the oil discovery and production during the last 45 years in Nigeria, perhaps we can find the resources to address these issues before a major eruption occurs.

HANDOUT # 6 – STUDENT RESOURCE LIST

Overview of Nigeria

CIA WORLD FACT BOOK: NIGERIA

<https://www.cia.gov/library/publications/the-world-factbook/geos/ni.html>

COUNTRY PROFILE: NIGERIA (June 2006)

<http://lcweb2.loc.gov/frd/cs/profiles/Nigeria.pdf>

COUNTRY REPORTS.ORG: NIGERIA

<http://www.countryreports.org/country.aspx?countryid=179&countryName=Nigeria>

BBC NEWS: COUNTRY PROFILE ON NIGERIA

http://news.bbc.co.uk/2/hi/africa/country_profiles/1064557.stm

NY TIMES: NIGERIA

<http://topics.nytimes.com/top/news/international/countriesandterritories/nigeria/>

This country profile includes reference material, web resources, multimedia, and recent.

THE ECONOMIST: COUNTRY BRIEFING ON NIGERIA

<http://www.economist.com/countries/Nigeria/>

COUNCIL ON FOREIGN RELATIONS (CFR): NIGERIA

<http://www.cfr.org/region/189/nigeria.html>

ALL AFRICA

<http://allafrica.com/nigeria/>

BUSINESS IN AFRICA

<http://www.businessinafrica.net/>

Nigerian Newspapers

DAILY CHAMPION

<http://www.champion-newspapers.com/>

DAILY TRUST

<http://www.dailytrust.com/>

THE GUARDIAN

<http://www.ngrguardiannews.com/>

LEADERSHIP

<http://www.leadershipnigeria.com/>

THIS DAY

<http://www.thisdayonline.com/>

VANGUARD

<http://www.vanguardngr.com/>

Articles and Reports

USIP BRIEFING: BRINGING PEACE TO THE NIGER DELTA (2008)

http://www.usip.org/pubs/usipeace_briefings/2008/0602_niger_delta.html

THE ECONOMIST: MISSION IMPOSSIBLE, NEARLY (August 2, 2007)

http://www.economist.com/displayStory.cfm?story_id=9587570

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BBC: TACKLING NIGERIA'S VIOLENT OIL SWAMPS (May 30, 2007)

<http://news.bbc.co.uk/2/hi/africa/6698433.stm>

THE ECONOMIST: BLOOD AND OIL (March 15, 2007)

http://www.economist.com/displayStory.cfm?story_id=8861488

NATIONAL GEOGRAPHIC: NIGERIAN OIL (February 2007)

<http://www7.nationalgeographic.com/ngm/0702/feature3/index.html>

ISN: THE POVERTY OF OIL WEALTH IN NIGERIA'S DELTA (February 2, 2006) <http://www.isn.ethz.ch/news/sw/details.cfm?id=14670>

NY TIMES EDITORIAL: DANGER SIGNS IN NIGERIA (February 27, 2006)

<http://www.nytimes.com/2006/02/27/opinion/27mon2.html>

NIGERIAN OIL INDUSTRY HELPLESS AS MILITANTS DECLARE WAR ON OBASANJO (February 21, 2006)

<http://www.ft.com/cms/s/2/160297ee-a27e-11da-9096-0000779e2340.html>

NY TIMES: BLOOD FLOWS WITH OIL IN POOR NIGERIAN VILLAGES

(January 1, 2006)

<http://www.nytimes.com/2006/01/01/international/africa/01nigeria.html>

CORRUPTION IN NIGERIA

<http://www.africaeconomicanalysis.org/articles/gen/corruptiondikehtm.html>

CRISIS GROUP: THE SWAMPS OF INSURGENCY (August 3, 2006)

<http://www.crisisgroup.org/home/index.cfm?id=4310>

BBC: NIGERIA'S SHADOWY OIL REBELS (April 20, 2006)

<http://news.bbc.co.uk/2/hi/africa/4732210.stm>

NATIONAL GEOGRAPHIC - SIGHTS & SOUNDS: NIGERIAN OIL (2007)

http://www7.nationalgeographic.com/ngm/0702/sights_n_sounds/index2.html

SWEET CRUDE (2008)

<http://www.sweetcrudemovie.com/>

HUMAN RIGHTS WATCH (HRW): THE PRICE OF OIL (1999)

<http://hrw.org/reports/1999/nigeria/>

Books on Nigeria

THIS HOUSE HAS FALLEN: NIGERIA IN CRISIS (2002)

<http://www.amazon.com/This-House-Has-Fallen-Nigeria/dp/0813340454/>

UNTAPPED: THE SCRAMBLE FOR AFRICA'S OIL (2007)

<http://www.amazon.com/Untapped-Scramble-Africas-John-Ghazvinian/dp/0151011389>

WHERE VULTURES FEAST: SHELL, HUMAN RIGHTS, AND OIL (2001)

<http://www.amazon.com/Where-Vultures-Feast-Shell-Rights/dp/1859844731>

Note: For more resources see the “Fueling the Future: Peace or Conflict?” resource booklet on Nigeria, available on the World Affairs Council Website (<http://www.world-affairs.org/globalclassroom/resourcepackets.htm#ftfnigeria>)

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HANDOUT #7 – GRAPHIC ORGANIZER

Current Environmental Issue or Historical Situation

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Position

Position on primary factor causing conflict:	Position on primary factor causing conflict:

Reasons for Position

Reason(s) for position

Stakeholder #1:	Stakeholder #2:	Stakeholder #3:
Costs related to use of the environment:	Costs related to use of the environment:	Costs related to use of the environment:
Benefits related to use of the environment:	Benefits related to use of the environment:	Benefits related to use of the environment:
Connection to the position:	Connection to the position:	Connection to the position:

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HANDOUT #8 – SCORING RUBRIC

– Passing –			– Not Passing –	
GLE (EALR)	4 - Excellent	3 – Proficient	2 – Partial	1 - Minimal
<p>2.4.1 Analyzes and evaluates how people across the world have addressed issues of distribution of resources and sustainability. (1450 – present)</p> <p>5.4.1 Evaluates multiple reasons or factors to develop a position a paper or presentation.</p>	<p>States a position on an environmental issue that includes:</p> <ul style="list-style-type: none"> • A reasonable solution to the issue in terms of improving the health of the system. (CONTEMPORARY ISSUE) OR • A reasonable alternative in terms of what would have improved the health of the system (HISTORICAL SITUATION). AND • Draws a conclusion about how studying this issue helps us understand other environmental issues. 	<p>States a position on an environmental issue that includes:</p> <ul style="list-style-type: none"> • A reasonable solution to the issue in terms of improving the health of the system. (CONTEMPORARY ISSUE) OR • A reasonable alternative in terms of what would have improved the health of the system (HISTORICAL SITUATION). 	<p>States a position on an environmental issue WITHOUT providing a reasonable solution to the issue or alternative in terms of improving the health of the system.</p>	<p>Describes an environmental issue in the past of present WITHOUT taking a position.</p>
<p>3.2.2 Understands and analyzes the interactions between humans and the environment across the world (1450 – present).</p>	<p>Provides reason(s) for the position supported by evidence. The evidence includes:</p> <ul style="list-style-type: none"> • An analysis of benefits and/or costs of three (or more) stakeholders' uses of the environment. 	<p>Provides reason(s) for the position supported by evidence. The evidence includes:</p> <ul style="list-style-type: none"> • An analysis of benefits and/or costs of two stakeholders' uses of the environment. 	<p>Provides reason(s) for the position supported by evidence. The evidence includes:</p> <ul style="list-style-type: none"> • An analysis of benefits and/or costs of one stakeholder's use of the environment. 	<p>Provides reason(s) for the position WITHOUT an analysis of stakeholders' uses of the environment.</p>
<p>5.4.2. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (10th Grade)* (EALR 5.4. Creates a product...)</p> <p>5.2.2 Evaluates the validity, reliability, and credibility of sources while researching an issue or event. (EALR 5.2: Uses inquiry-based research.)</p>	<ul style="list-style-type: none"> • Makes explicit references within the paper or presentation to four or more credible sources that provide relevant information. • Cites sources within the paper, presentation, or bibliography. 	<ul style="list-style-type: none"> • Makes explicit references within the paper or presentation to three credible sources that provide relevant information. • Cites sources within the paper, presentation, or bibliography. 	<ul style="list-style-type: none"> • Makes explicit references within the paper or presentation to two credible sources that provide relevant information. • Cites sources within the paper, presentation, or bibliography. 	<ul style="list-style-type: none"> • Makes explicit references within the paper or presentation to one credible source that provides relevant information. • Cites the source within the paper, presentation, or bibliography.

*OSPI recommends that this CBA be used at a particular grade level and thus, the GLEs included in the rubric are for that grade. However, if the CBA is used at another grade level within the grade band (3-5, 6-8, or 9-12), the GLEs may need to change to match the appropriate content.

Source: <http://www.k12.wa.us/assessment/WASL/SocialStudies/BridgingDocuments/HighSch08/HSGeo-HumansandtheEnvironment-CBA.pdf>