

Colonization - Hydro Section

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This is an evolving unit, meaning, you can check back for updates. Every time I teach it, it changes. This is the experimental nature of educating. There are a lot of lessons here, and chances are, you won't be able to, or want to, use them all. Feel absolutely free to pick and choose. I teach this unit in my Grade Nine Social Studies class, but it would be just at home in an Indigenous Studies or World Issues class.

CONTENTS

Section 1 - Intro to Colonization

- Global Colonial History
- Colonialism & Imperialism
- Gaming - Settlers of Catan - Risk - Civilization

Section 2 - Canada as a Colony

- Colonial Ambitions of the French & the English
- Manitoba Museum
- Fur Trade
- Documentary "Return of the Far Fur Country"

Section 3 - Canada as a Colonizer - Past & Present

- Waves of Colonization
- Indian Act
- Treaties
 - Treaty Role Play
 - Treaty Relations Commission - Speaker's Bureau
- Residential Schools
- Idle No More
- Natural Resources Development
- Manitoba Hydro Case Study

Section 4 - What Does Decolonization Look Like?

Course-Related Outcomes:

Global Issues 40S

Enduring Understandings

- Our ecological footprint is exceeding Earth's capacity to sustain biodiversity and human life.
- Our decisions and actions matter; they have social, environmental, economic, and political consequences.
- Individuals, groups, governments, and corporations have the power to effect change and the responsibility to contribute to a sustainable future.
- **A global economic system that depends upon and perpetuates unrestrained consumerism is unsustainable.**
- **Economic and technological development has contributed greatly to society, but often with harmful human and environmental consequences.**
- **Indigenous knowledge and world views offer alternatives to prevailing assumptions about how to live with one another within the environment.**
- Political systems distribute power, privilege, and wealth in different ways, some more justly than others.
- A just society respects human diversity and recognizes universal, equal, and inalienable human rights.
- There is no them or over there: we all belong to the human species, our concerns are interdependent, and we are part of the natural world.

Grade 9 Social Studies:

Students:

- acquire knowledge and understanding of Canadian history and geography
- **appreciate the achievements???(and acknowledge the shortcomings??) of previous generations whose efforts contributed to the building of Canada**
- critically understand Canadian political structures and processes and the institutions of Canadian society
- **respect Aboriginal perspectives,**
- acquire knowledge and understanding of world history and geography
- respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
- develop a commitment to social justice and quality of life for all the world's peoples
- assess questions of national self-interest and the interests of other countries and the world as a whole
- recognize that a sustainable natural environment is essential to human life

- **assess the impact of human interaction with the environment**
- propose possible solutions to environmental problems
- live in ways that respect principles of environmental stewardship and sustainability
- **recognize that democracy involves negotiation and that political and social problems do not always have simple solutions**
- critically analyze and research social issues, including controversial issues

General Learning Outcomes

- Students explore the dynamic relationships of people with the land, places, and environments.
- Students explore how people, events, and ideas of the past shape the present and influence the future.
- Students explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.
- Students explore the distribution of resources and wealth in relation to individuals, communities, and nations.

Cluster 4: Canada: Opportunities and Challenges

Students explore the demographic factors that have shaped Canada's style of cultural diversity and citizenship from past to present and into the future. This study includes a focus on the effects of social and technological change, societal changes due to the Canadian Charter of Rights and Freedoms, citizenship issues from the past and present, reactions to social injustice, emerging relationships pertaining to Aboriginal Peoples, and all Canadians' level of commitment to environmental stewardship and sustainability.

Day 17

Case Study - Hydropower in Northern Manitoba

A Sad Sort of Clean

Warm-Up: What Do You Know about Dams?

1. Have students brainstorm what they already know about dams. Ask questions such as:

- a) Why do we build hydro electric dams? What are they used for?
- b) How do they work?

**** Use poster paper to keep a Pros/Cons tally throughout the lessons**

- c) What are some positive aspects of dams?
- d) Can you think of any negative impacts?

Link Hydro to Colonization

Essential Questions to consider as we move through this section:

Who has the **Power and Control**?

Who **benefits** at whose expense?

Who's **consulted** in the process?

What is the **goal** of the development?

Whose goal is it?

Define:

Energy: power gained by using physical or chemical resources, esp. to provide light and heat or to work machines.

Alternative Energy: energy generated in ways that do not deplete natural resources or harm the environment

Clean Energy: is the sustainable provision of energy that meets the needs of the present without compromising the ability of future generations to meet their needs

A Sad Sort of Clean - Gallery Walk

Either:

- 1) Print and post the 8 1/2 x 11 posters around the room as a **Gallery Walk** (See Handouts Section)
- 2) Print the **Sad Sort of Clean Handout** and give to students. (Handouts)
- 3) Play the **Sad Sort of Clean Powerpoint** (Looped or Manual Advance on DVD)

Students can answer the “**A Sad Sort of Clean Questions**” (see Handouts) based on the exhibit.

Discuss - Based on last classes definition of **Clean Energy** why is this exhibit titled **A**

Sad Sort of Clean? **BACKGROUND**

MB Hydro Prezi (on Web)

- http://prezi.com/pa-lfbr1jvu4/?utm_campaign=share&utm_medium=copy&rc=ex0share

Outline:

PREZI NOTES

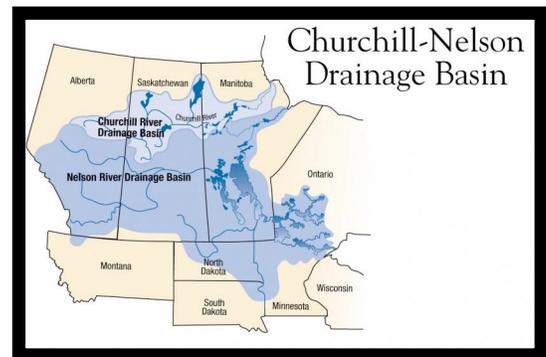
Background

Start out with Watershed Map

- Water from 5 states, and four provinces drain through the Nelson & the Churchill
- This is a lot of “potential energy”

Then Zoom to a Map of Manitoba.

- video of a set of rapids in their natural state
- This is natural energy - water moving from a higher elevation to a lower one
- For most of us this is a beautiful site - like fire, or waves, there something inherently beautiful and valuable in moving water.
- Is there \$\$ in this water? That’s the question MB Hydro asked.

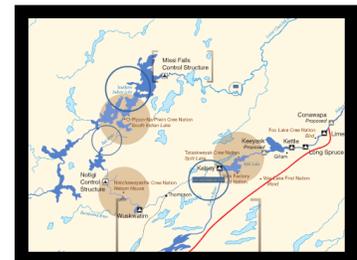


Duff Roblin answered “**We can have our cake, we can eat it, and we can make a bigger cake, and sell part of that.**” MB Provincial Legislature - 1966.

System Explanation

Churchill River Diversion

- To increase the flow of the Nelson River, and thus, to increase its power potential, 80% of the Churchill River was diverted, or rerouted, into the Nelson.
- to do this they had to raise the level of South Indian Lake about 3 metres, causing it to flow through a man-made channel into the Rat-Burntwood River System.
- This diversion increases the Nelson’s flow by about 40%
- Started operating in 1976
- permanently flooded 836.9 Square Kilometres. - almost 2x the size of Winnipeg



Lake Winnipeg Regulation

- Maps of Lake Winnipeg
- Graph - Hold back water in the summer and release it in the winter.
 - MBs highest energy demand is in the Winter
- Lake Winnipeg acts as a giant battery or reservoir for the province - stored energy



Dams

6 dams in Northern Manitoba - 5 on the Nelson, 1 on the Saskatchewan River @ Grand Rapids

Environmental Impacts

- Shoreline Erosion - changing water levels increases the amount
- Wood Debris - shoreline erosion causes trees near shore to fall into the water
- Dead Heads - submerged logs that can be very dangerous for boaters
- Disappearing Islands - due to shoreline erosion
- Destruction of Sacred Sights - diversion of water away from rapids, or pouring tonnes of cement into the river at the site of the rapids
- Reduced Water & Fish Quality - sediment build-up and mercury poisoning

Social Impacts

- loss of traditional economy
- burial grounds lost to erosion
- increased dependence
- disrespectful treatment

Go back to the Pros & Cons Poster Paper and add any new info.

For Homework: Provide a link to Manitoba Hydro's "Hydro Province" Pamphlet:

http://www.hydro.mb.ca/corporate/facilities/brochures/hydro_province.pdf

or

MB Hydro's YouTube Channel - <https://www.youtube.com/user/ManitobaHydro/>

Students are to create a list of Pros for Hydro Development, from these or other sources, to bring to the next class.

Day 18

The Other End of the Line

Discuss the Homework Assigned and students' research from MB Hydro-produced materials. Add suggested items to the Pros & Cons Poster Paper.

Scenario

- Imagine that you're a farmer, in Southern Manitoba. What if the land that you were planning on passing to your children and grandchildren was expropriated by the government for a development project? You had lived off of this land, and had imagined your children living off of it as well. There were small bits of land still available for farming, but the yields were toxic, and you were told not to eat it. The government promised to clean up the mess, to make the land as good as before the project, but they've realized that they actually can't, so they decide to give you \$\$ as compensation. You and your ancestors cleared the land, and put your sweat and blood into it. No amount of \$\$ could change that. This was your livelihood!
- Hunters, Fishers, and Trappers are the farmers of the North.

Watch **The Other End of the Line** (on DVD) - Duration 30:12

Class Discussion - Back to the Pros & Cons

Hydro-Affected Communities StatsCan Research Assignment (Handouts

Day 19

Megawatts vs. Negawatts

Handout the Article *From Megawatt to Negawatt - Energy Conservation is Manitoba's Cheapest Resource* by Will Braun. Either read as a class or in silent reading.

Watch TED Talk - <http://on.ted.com/AlexLaskey>

With a Poster Paper - start a class list of things you can do to conserve energy at home.

Visit MB Hydro's PowerSmart Program - http://www.hydro.mb.ca/your_home/power_smart/index.shtml

Add to the list.

If students have computer access, ask them to find other actions to add to the list.

Add an 'Energy Conservation Outside the Home' poster paper if you like.

When the ideas slow down to a trickle, introduce these final topics for discussion:

1) Future of Hydro (Refer to the Pros & Cons Poster Paper)

- Should we keep building dams?
- If no, what are the alternatives?

2) Ethics & Morality Discussion

- Man over Nature
- South over North
- Rich over Poor
- The benefit of many at the expense of a few?

Go back to the energy definitions.

IS IT:

Energy: power derived from the utilization of physical or chemical resources, esp. to provide light and heat or to work machines.

YES

Alternative Energy: energy generated in ways that do not deplete natural resources or harm the environment, esp. by avoiding the use of fossil fuels and nuclear power.

YES and NO

Clean Energy: is the sustainable provision of energy that meets the needs of the present without compromising the ability of future generations to meet their needs

Whose present needs? Which future generations needs?

NO

Essential Questions to answer as we **review** this section:

Who has the **Power and Control**?

Who **benefits** at whose expense?

Who's **consulted** in the process?

What is the **goal** of the development?

Whose goal is it?

Is Hydro development in Northern Manitoba, a continued example of Colonialism in action?

**** Ask students to bring a light switch cover to the next class. Ask for a parent's help (and permission) to remove it. We will be covering it with a reminder of "The Other End of the Line" ****

Day 20

Don't be Flippant - Light Switch Cover DIY Activity

See Handouts

Day 21

Clean Environment Commission (CEC) Role-play

See Handouts for Instructions and Rubric

*****Other Ideas for Lesson Content**

Guest Speaker - Ellen Cook

Manitoba Hydro's Electricity Museum Tour

Pine Falls Generating Station Tour