Race to the Arctic:
Legacy and Future of Conflict and Cooperation in a Changing Environment

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Overview:
The objective of the lesson is to evaluate the underlying causes and develop proposals for addressing the future use of natural resources in the changing environment of the Arctic region. Using the essential questions "How can people cooperatively solve common challenges?" and "What responsibilities do we owe the preservation of Earth's natural resources?" students will work as cooperative teams to investigate the current changes in the Arctic's environment, the geo-political issues arising from new access to valuable resources, and the impact current regional conflicts have had on the environment, relationships among the international community, and the economic development of the Arctic region.

Grade Level: 7th grade Middle School Geography classrooms

National Geographic Standards:

The World in Spatial Terms-
1. How to Use Maps and Other Geographic Representations, Tools, and Technologies to Acquire, Process, and Report Information From a Spatial Perspective.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.

Places and Regions-
4. The physical and human characteristics of places.
7. The Physical Processes That Shape the Patterns of Earth's Surface.
11. The Patterns and Networks of Economic Interdependence on Earth's Surface.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Environment and Society-
14. How Human Actions Modify the Physical Environment.
15. How Physical Systems Affect Human Systems.
16. The Changes That Occur in the Meaning, Use, Distribution, and Importance of Resources.

The Uses of Geography-
17. How to apply geography to interpret the past.
18. How to apply geography to interpret the present and plan for the future.

Oklahoma Academic Standards for 7th Grade Geography:

OAS 2012	OAS 2019
Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.	Read Critically and Interpret Informational Sources: Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including

	frequent analysis and interpretation of informational sources.
7.1.A.1 Cite specific textual evidence to support analysis of primary and secondary sources.	**3.A.6-8.1** Gather, compare, and analyze evidence from primary and secondary sources on the same topic, identifying possible bias and evaluating credibility
7.1.A.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	**4.A.6-8.1** Paraphrase the main idea and cite evidence from primary and secondary sources; provide an accurate summary of a source distinct from prior knowledge or opinion.
7.1.A.3 Identify key steps in a text's description of a process related to history/ social studies.	**3.A.6-8.4** Distinguish multiple causation, immediate and long-term cause-effect relationships by constructing timelines which reflect related events.
Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.	Engage in Evience-Based Writing: Students will apply effective communication skills by developing a variety of evidence-based written products designed for multiple purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.
7.2.A.1 Write arguments focused on discipline-specific content.	**5.A.6-8.3** Compose argumentative written products by introducing a claim, recognizing an opposing viewpoint, and organizing evidence and commentary from credible sources.
Content Standard 5. The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.	**7.4** The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.
5.1 Cite specific textual and visual evidence to describe the relationship between the distribution of major renewable and nonrenewable resources and evaluate how the three levels of economic activities (primary, secondary, and tertiary) contribute to the development of a country or region.	**7.3.6** Describe the distribution of resources and evaluate how the three levels of economic activities (primary, secondary, tertiary) contribute to the development of a country or region.
5.2 Evaluate the effects of human modification of and adaptation to the natural environment.	**7.4.4** Evaluate the effects of human modification of and adaptation to the natural environment through transformation caused by agriculture, the use of modern irrigation methods, industry, demand for energy, and urbanization.
5.3 Integrate visual information to analyze regional problems and policies having spatial dimensions in the Eastern Hemisphere including the **B.** Impact of economic development on Russia's Arctic Regions.	**2.B.6-8.1** Draw upon gathered information to analyze how a specific problem can manifest itself in local, regional, and global levels over time, evaluating options for individual and collective solutions.

Resources Needed:

Internet Access to Livebinders http://www.livebinders.com/play/play?id=1809032 (optional) Race to the Arctic Powerpoint presentation

Russia Submits Arctic Claim reading passage CSI (Cause-Spark-Impact) basic graphic organizer

Russia's Secret Economic Weapon reading passage

Russia Embraces Offshore Arctic Drilling reading passage

Arctic Map Packet (Disputed Territory/ Arctic Peoples/ Russia Arctic Wealth) International Response to Conflict Powerpoint presentation

International Response Policy Options handout

Arctic Policies handout

North Atlantic Treaty excerpt

North Atlantic Resolution template

Arctic Changing Environment Cartoon Packet TACOS Cartoon Analysis chart

GRADE Politic Analysis (directions and chart)

Emerging Arctic videoclip (7 minutes) https://www.youtube.com/watch?v=2qcuAr5UyHc

Cold Competition videoclip (5 minutes) https://www.youtube.com/watch?v=dtFuseoy1mg

NASA Sea Ice Melt videoclip (2 minutes) http://www.bing.com/videos/search?q=nasa+arctic+sea+ice+video&FORM=VIRE3#view=detail&mid=7F5C5A930F655A06E F457F5C5A930F655A06EF45

Livebinder website: http://www.livebinders.com/play/play?id=1809032

Time Frame: 3 class periods

Procedures:

1. Display the two essential questions for the class to see, posted on two opposite sides of the classroom: "How can people cooperatively solve common challenges?" and "What responsibilities do we owe the preservation of Earth's natural resources?" Ask students to work as partners; Student A will compose a brief written response to the first essential question while student B responds to the second question. Partners will read their responses to one another and vote which one they would like to share with the class. Have partner representatives go to two sides of the classrooms, standing under each question. Allow time for their responses to be read aloud and considered by the whole group.
2. Inform students that they'll be examining environmental changes in the Arctic region, brought about by both natural and human causes, prior to researching and supporting a proposal to resolve current and future disputes over access to the region's natural resources. A simulated global summit will be the culmination of independent and group research, using a teacher-provided set of visual and textual evidence (in print and online).
3. Ask student partners to brainstorm and list their pre-conceived perceptions about the Arctic. Create a class list of perceptions. Conduct a "thumbs up/thumbs down" quick evaluation to identify common perceptions among class members.
4. Assign each student to one of eight groups, representing the "stakeholders" in development of the Arctic. Student investigations will be evaluated from the perspective of each

"stakeholder" and a final proposal (resolution) presented by each group will reflect the point of view of each "stakeholder". Stakeholder groups include:

Environmentalists,
Scientists,
Oil and Gas companies,
Russian government officials,
Indigenous peoples of the Arctic,
Wildlife Protection organizations, United States Congress, and NATO military command.

5. Give each student a copy of the *Russia Submits Arctic Claim* reading passage and a copy of the CSI graphic organizer. Allow time to read the article together. Ask students to identify the potential conflict over the Arctic. What "spark" which has recently occurred in the Arctic environment ? What underlying causes have contributed to the current dispute? What, according to the passage is the potential impact of the dispute?
6. Show the videoclip, NASA Sea Ice Melt. What do scientists believe will be the effects of melting sea ice on the planet? How will Russia's Arctic claim contribute to these effects?
7. Use the Race to the Arctic Powerpoint presentation to further examine the geo-political disputes of the Arctic.

Ask students to pay close attention to the "stakeholders" and their views toward further development of the region. Students should make a list of additional information they have learned from the Powerpoint which can help them understand their stakeholder's point of view.

8. Group Independent Research:

Groups will be provided mobile devices and time to explore the Livebinder website. All resources mentioned in this lesson are located for easy access by students. This is the preferred method for continued study of the four additional resources listed in step 9; however, if devices or computer lab time/space is not available, the following option can be used:

9. Inform students they will be given 20 minutes of classtime to review and share additional evidence which will be used by their group in developing a proposal to address the dispute over the Arctic's resources. Encourage groups to begin considering what they would propose as a solution to the current dispute. Give each group access to the following four resources, which can be divided among group members:

Russia Embraces Offshore Drilling reading passage
Arctic Map Packet
Emerging Arctic videoclip
Cold Competition videoclip

(Option: If mobile devices or computer access is limited, omit step 4 and replace the two videoclips above with the *Russia Submits Arctic Claim* and *Russia's Secret Economic Weapon* reading passages;

Show the two videolcips to the class as a whole. Encourage students to glean new insights and compare information from the videoclips to the textual passages.)

10. Use the International Response to Conflict Powerpoint presentation to conduct a brief lesson about the world's international organizations who address regional and global conflicts. Pause to consider the six basic responses international organizations, as well as nations working independently, can take to resolve conflict. Encourage stakeholder groups to consider which of the six responses might be most beneficial to the goals of their

stakeholders. Handout a copy of the International Response Policy Options as a reminder for each group to access during their deliberations.

11. Give each student a copy of the NATO Treaty excerpts. Ask each group to identify the goal of NATO and list three actions NATO members have agreed to take should a conflict arise to endanger members.
12. Inform groups that they will now utilize all of their research to write a resolution to be presented to NATO. Using the template provided, students will briefly identify the problem their stakeholders perceive regarding the Arctic, compose a specific response they wish NATO to take in order to resolve this problem, and briefly explain how their solution is the best option. (Option: Groups might need some "starter" ideas for composing their resolutions. Consider giving groups the handout, Arctic Policies, to examine what some stakeholders would recommend.)
13. Each group will read its resolution aloud to the class. (If time, allow for a simulated debate to occur, in which each resolution is debated and voted upon by all stakeholders.) The following groups will exchange resolutions: Environmentalists and Oil/Gas Companies; U.S. Congress and Indigenous People; Wildlife Protection organizations and Scientists; NATO and Russian government officials. Using the GRADE analysis chart, each group will evaluate the exchanged resolution from another stakeholder.
14. Conduct a brief classroom discussion. In what ways is this process similar to a real-world arena for decisionmaking? Did you learn to perceive conflict in a new and different way because you represented different stakeholders with opposing points of view?

Assessment:

Return student attention to the two essential questions. Give time for students to discuss how their opinions have changed. Using the case study of the Arctic as an example, students will compose a brief essay responding to one of the essential questions.

Extension for Enrichment:

Option 1: Students will be provided copies of the Arctic Changing Environment Cartoon Packet and TACOS Cartoon Analysis chart. Selecting three of the four cartoons, students will analyze the artist's message, completing the TACOS chart. Allow students to display one of their favorite cartoons from the packet, explaining it to the class and how the cartoon depicts information they have learned from other print or visual sources in their research. *Option 2.* Provide students with additional online links to quality and engaging information about the changing Arctic. Students may peruse such resources and develop their own political cartoon, which reflects new information they have learned. Such resources are found in the Livebinder and include:

USGS Report on the Changing Arctic
http://www.usgs.gov/newsroom/article.asp?ID=1980#.Vfb_0Ego7ct
The Arctic's Oil and Gas Fields Interactive Maps
http://arctic.ru/resources/
Arctic Changes Time Lapse Satellite Imagery
https://www.youtube.com/watch?v=VOVrSVer-LM#t=23

International Cooperation Attemtps
http://arctic.ru/international/
Indigenous People's Concerns Over the Arctic
http://www.arcticcentre.org/EN/SCIENCE-COMMUNICATIONS/Arctic-region/Arctic-Indigenous-Peoples How NATO Works
http://www.nato.int/

Russia Submits Arctic Claim

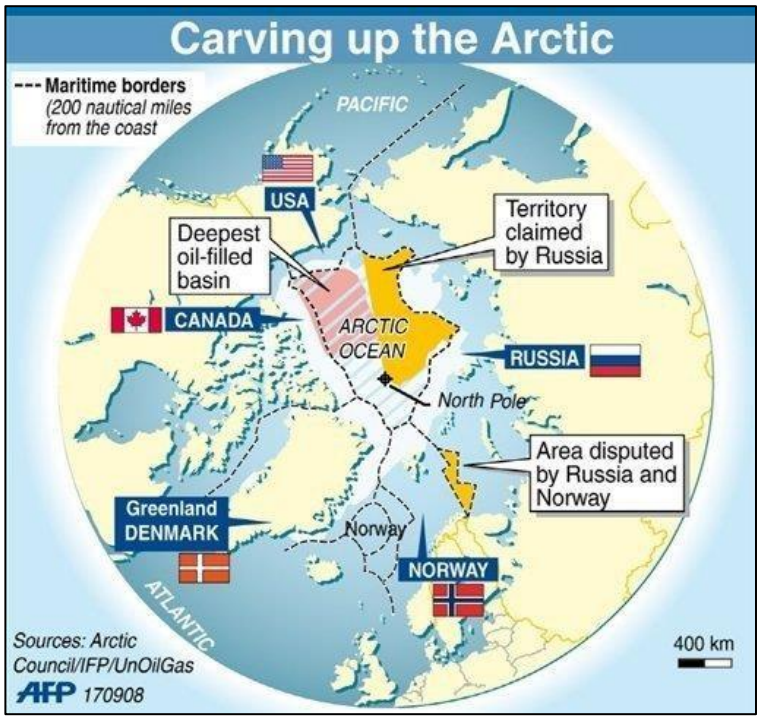
The Associated Press, August 5, 2015

Russia's Foreign Ministry confirmed that it has submitted a bid to the United Nations for vast Arctic territories that could contain large quantities of oil and gas resources. Moscow is claiming about 500,000 square miles of Arctic sea shelf extending more than 350 nautical miles from the shore. Russia was the first submitted its claim in 2002. Government authorities offer scientific data collected in years of Arctic research to back its claim.

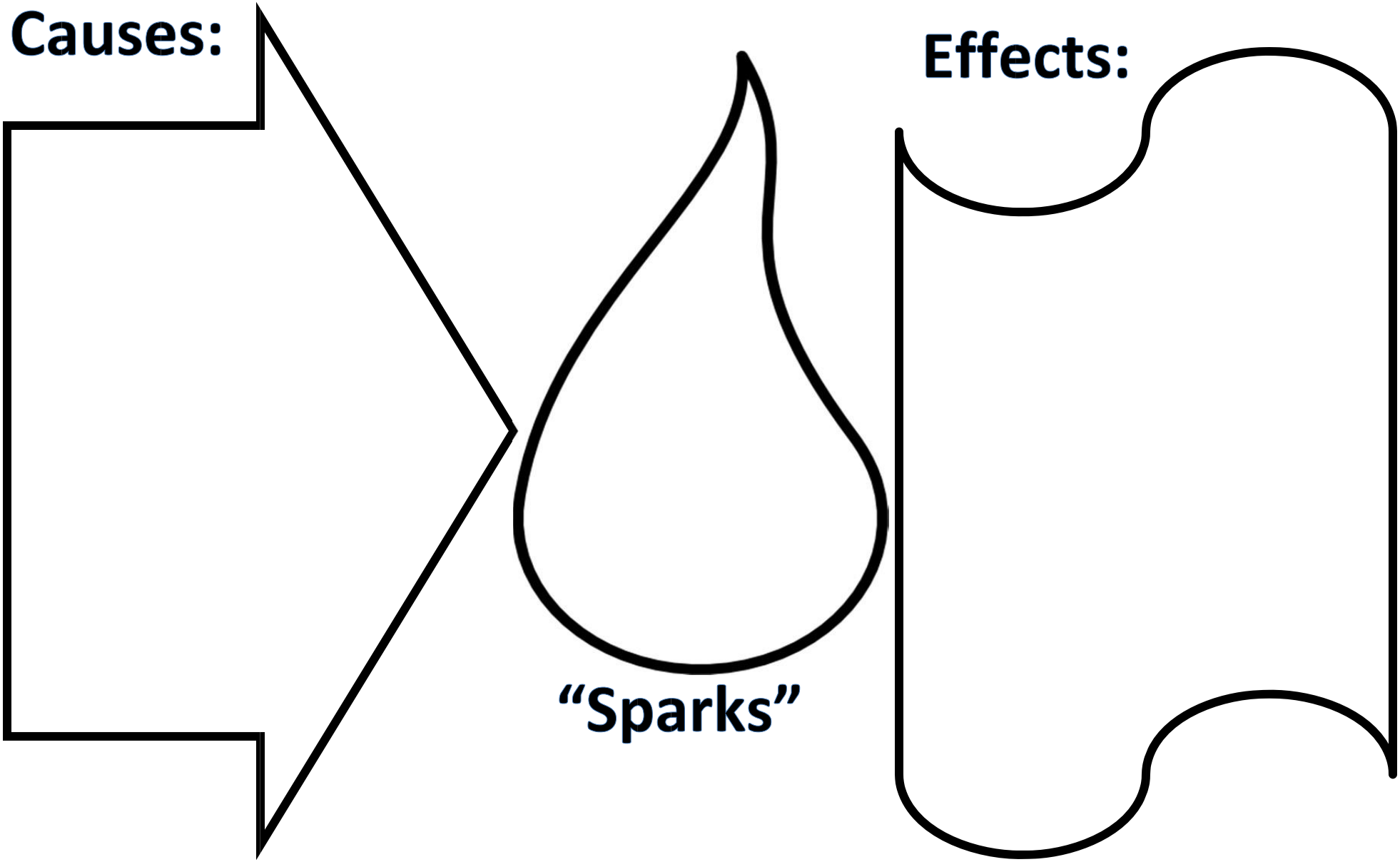
The Arctic is believed to hold up to 25 percent of the planet's untapped oil and gas supplies. For that reason, Russia, the U.S., Canada, Denmark and Norway have all been trying to assert jurisdiction over parts of the territory. The competition has intensified in recent years as shrinking polar ice is opening new opportunities for exploration.

Greenpeace has responded by warning of the environmental risks to the region. "The melting of the Arctic ice is uncovering a new and vulnerable sea," a Greenpeace Arctic campaigner said. "Unless we act together, this region could be dotted with oil wells and fishing fleets within our lifetimes." He urged countries seeking jurisdiction over the Arctic to work together to create a protected zone around the North Pole.

In 2007, Moscow staked a symbolic claim to the Arctic seabed by dropping a canister containing the Russian flag on the ocean floor from a submarine at the North Pole. Russia also has moved to beef up Russian military forces in the Arctic. The effort has included the restoration of a military base on the New Siberian Islands and other military outposts in the Arctic. Moscow has



justified the activity, claiming that the military is vital to protect shipping routes that link Europe to the Pacific. Earlier this year, the Russian military conducted maneuvers in the Arctic that involved 38,000 servicemen and more than 200 ships, submarines, and aircraft.

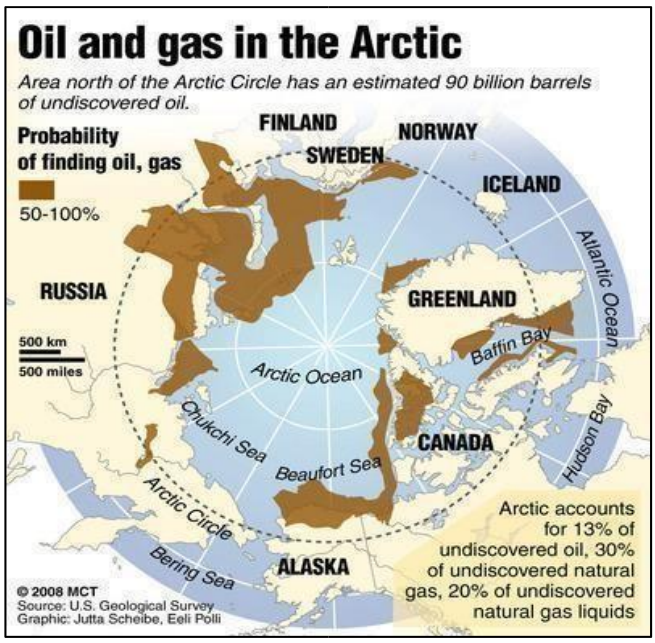

Causes:
Effects:
“Sparks”

Russia Embraces Offshore Arctic Drilling

New York Times, Feb. 15, 2011

The Arctic Ocean is a forbidding place for oil drillers. But that is not stopping Russia from jumping in or Western oil companies from eagerly following. Russia signed an Arctic exploration deal with the British petroleum giant BP, whose offshore drilling prospects in the United States were hurt by the Gulf of Mexico oil spill. Other Western oil companies are now having similar discussions with Russia.

The Arctic holds much of the world's undiscovered, accessible oil and natural gas, the United States Geological Survey estimates. According to a 2009 report by the Energy Department, two-thirds of the significant Arctic oil and gas fields are in Russian territory. (The Russian side of the Arctic is particularly rich in natural gas, while the North American side is richer in oil.)



New oil from Russia could prove vital to world supplies in coming decades, now that it has surpassed Saudi Arabia as the world's biggest oil producer, and as long as global demand for oil continues to rise. But as Russian efforts grow, the oil companies will be venturing where other big countries ringing the Arctic Ocean — most notably the United States and Canada — have been cautious of letting oil field development proceed, for both safety and environmental reasons. After the BP accident in the gulf proved the consequences of an ocean spill, North American governments are considering the special challenges in the Arctic.

The Russians, who control far more future drilling area in the Arctic Ocean than the United States and Canada combined, take a far different view. As its Siberian oil fields mature, daily output in Russia could be reduced by nearly a million barrels. With its economy dependent on oil and gas, which make up about 60 percent of all exports, Russia sees little choice but to go offshore, using foreign partners to provide expertise and share the huge development costs. The BP agreement touched off little public reaction in Russia, in part because the environmental movement is weak there, but also because opposition politicians have no way to block the process.

While the United States and Canada remain cautious, other countries are clearing Arctic space for the industry. Norway, who settled a territorial dispute with Russia, is preparing to open new Arctic areas for drilling. Greenland, which became semi-autonomous from Denmark in 2009, allowed Cairn Energy (Scotland) to do preliminary drilling, while Exxon-Mobil and Shell are also expected to drill in the area over the next few years.

The waters of the Arctic are particularly perilous for drilling because of the extreme cold, dense fogs and hurricanestrength winds. Pervasive ice cover for eight to nine months out of the

year can block relief ships in case of accidents. And, as environmentalists note, whales, polar bears and other species depend on the region's fragile habitats. Such concerns have blocked new drilling in Alaska's Arctic waters, despite a steep decline in oil production and intensive lobbying by oil companies. But Russia is pressing ahead. It allows oil companies to drill without detailed environmental reviews and studies.

A Russian polar explorer has expressed Russia's sweeping Arctic ambitions ever since he rode in a minisubmarine and placed a Russian flag on the bottom of the ocean under the North Pole, claiming it for Russia. "The future is on the shelf," he said in an interview. "We already pumped the land dry."

FIVE THEMES OF GEOGRAPHY

LOCATION:	**Absolute?** (Latitude and Longitude?)	**Relative?** (Describe nearness to other places?)	
PLACE:	**Physical** (Describe land and water features, climate and natural resources?)	**Human** (Describe cultural groups living in this place, their way of living, economic activities, etc?)	
HUMAN-ENVIRONMENT INTERACTION	**Effect of Humans on the Earth?**	**Effect of the Earth's Processes on Humans?**	
MOVEMENT	**People, Resources, or Products?**	**Ideas, Technology?**	
REGIONS	**Cultural** (Describe how this place is similar to other places where people share similar cultural traits, such as language, religion, etc.)	**Economic** (Describe how this place is similar to other places where similar products are made, or similar ways of making a living exist…)	**Political** (Describe how this place is similar to other places that share the type of government and personal rights or liberties.)

FIVE THEMES OF GEOGRAPHY

The North Atlantic Treaty

Washington D.C. - 4 April 1949

The Parties to this Treaty reaffirm their faith…and their desire to live in peace with all peoples and all governments.

They are determined to safeguard the freedom, common heritage and civilization of their peoples, founded on the principles of democracy and individual liberty… They seek to promote stability and well-being in the North Atlantic area.

They are resolved to unite their efforts for collective defense and for the preservation of peace and security. They therefore agree to this North Atlantic Treaty.

Article 1

The Parties undertake to settle any international dispute in which they may be involved by peaceful means…

Article 2

The Parties will contribute toward the further development of friendly international relations…by promoting stability and well-being. They will seek to eliminate conflict and will encourage economic collaboration.

Article 3

The Parties, separately and jointly, by means of mutual aid, will develop their collective capacity to resist armed attack.

Article 4

The Parties will consult together whenever the territory, political independence, or security of any of the Parties is threatened.

Article 9

The Parties establish a Council in which each of them shall be represented…

North Atlantic Treaty Organization

We, the Heads of State and Government of the member countries of the North Atlantic Alliance, have gathered at an important moment in Euro-Atlantic development.

We declare the following situation should be addressed *(description of the problem and why it is important to solve):*

Together we are united as strong democracies. We are united in our commitment to *(summarize your proposed solution to the problem):*

This will guarantee that
(explain why the proposal is the best policy for resolving current or future conflicts in this region):

Diplomacy

- *The practice of conducting negotiations between representatives of nations or people in conflict.*
- *Diplomacy is the use of peaceful talks to find mutually acceptable solutions to a common problem*

Humanitarian Aid

- *Humanitarian aid is material assistance provided for people in crisis.*
- *Typically, aid includes food, water, medical supplies, or even temporary housing.*
- *The goal of humanitarian aid is to save lives and ease suffering.*

Financial Aid

- *Gifts of money or loans to other nations or groups of people in order to support their economy or to help purchase resources or supplies needed by people.*

Economic Sanctions

- *Economic sanctions are penalties applied by one country (or group of countries) on another.*
- *The goal of sanctions is to punish a country and force it to change its behavior.*
- *Economic sanctions may include trade barriers (embargo on imports and or exports) or stopping all financial transactions.*

Military Aid

- *Military aid is used to assist a country or its people for defense.*
- *This aid may be given in the form of money to buy weapons and equipment, or be a gift of military weapons and supplies.*

Military Intervention

- *The deliberate act of a nation or a group of nations to send its military forces into an existing conflict.*
- *The goal of bringing in troops to a regional conflict is usually to establish peace and order.*

International Response to Conflict: Policy Options

Arctic Development: Policy Options

The fate of the Arctic will hinge in large measure on the decisions that statesmen and industrialists make in the coming years. There are five general areas of concern, identified by the international community:

1. ***Governance and Diplomacy***

The UN Convention on the Law of the Sea regulates the Arctic region. Most international-law experts believe Washington must abide by the agreement and change its maritime rights and sovereignty. But no nation has the authority to regulate and police the entire region. Some experts encourage nations to coordinate more closely on military matters. In June 2013, defense leaders from eight nations agreed to strengthen security cooperation in the Arctic, including joint military exercises.

2. ***Responsible Energy Development***

In 2013, the Arctic Council members signed a marine oil-pollution response agreement, but drilling regulations are still left to individual nations. A report recommends a number of new policies, including imposing limits on drilling. Experts also call for an Arctic oil-spill treaty that would force energy companies to bear the full cost of spills. Environmentalist groups like Greenpeace believe the risks associated with Arctic drilling are simply too high and propose an outright ban.

3. ***Shipping Guidelines***

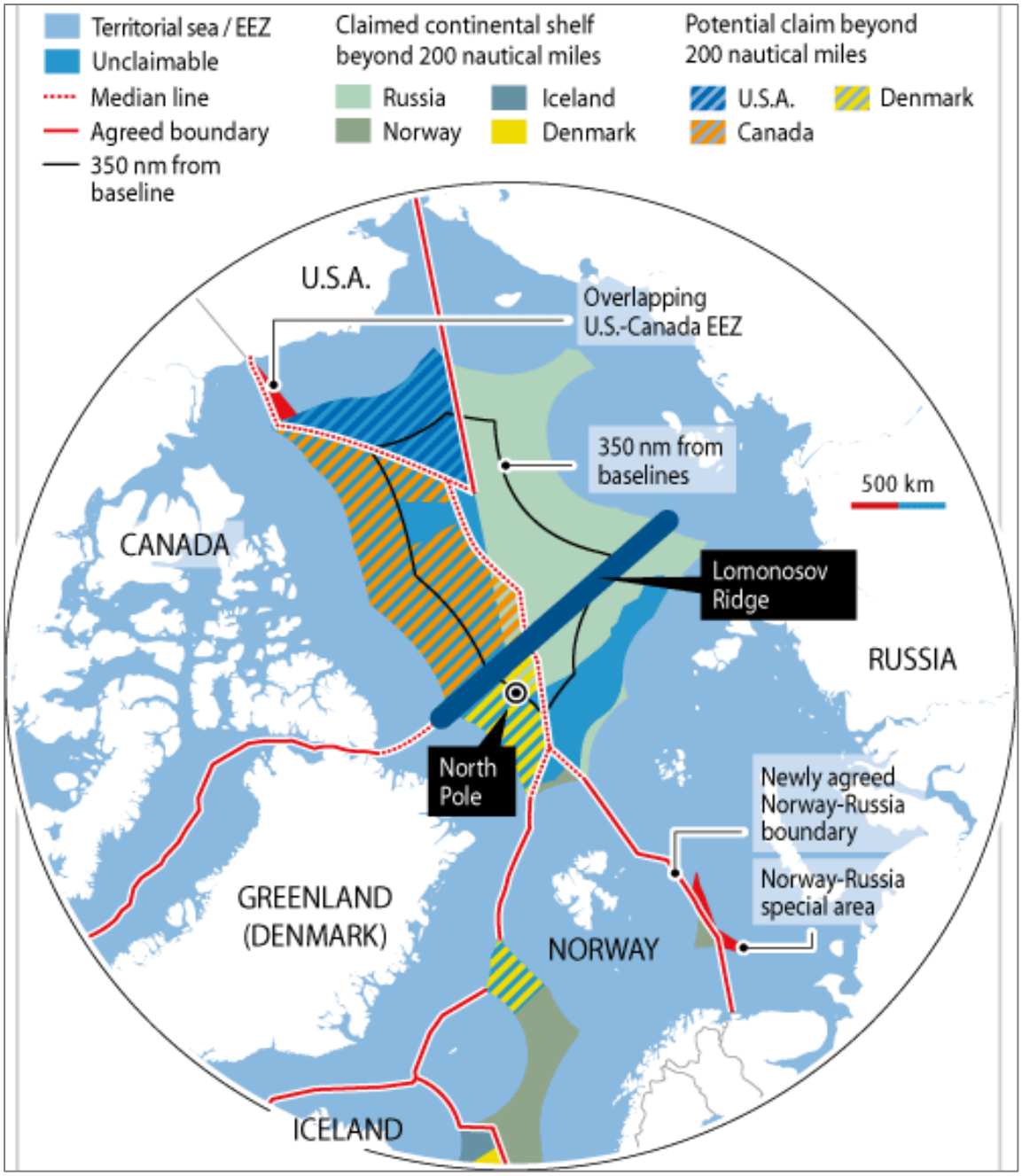
There are no Arctic safety and environmental standards for shipping, but nations may regulate marine pollution from vessels sailing within their territory. The Arctic Council encouraged member to support efforts by the United Nations for regulating Arctic ship construction and marine safety equipment.

4. ***Fishing Controls***

Traditionally, overfishing in the Arctic has not been a major concern given its ice cover. However, climate changes and migrating populations are prompting calls for new regulations. Arctic nations manage fisheries within their territory, but international waters are exposed to overexploitation by nonArctic states. Conservationists push for a treaty that would ban industrial fishing on the open water until further study was done on fish stocks.

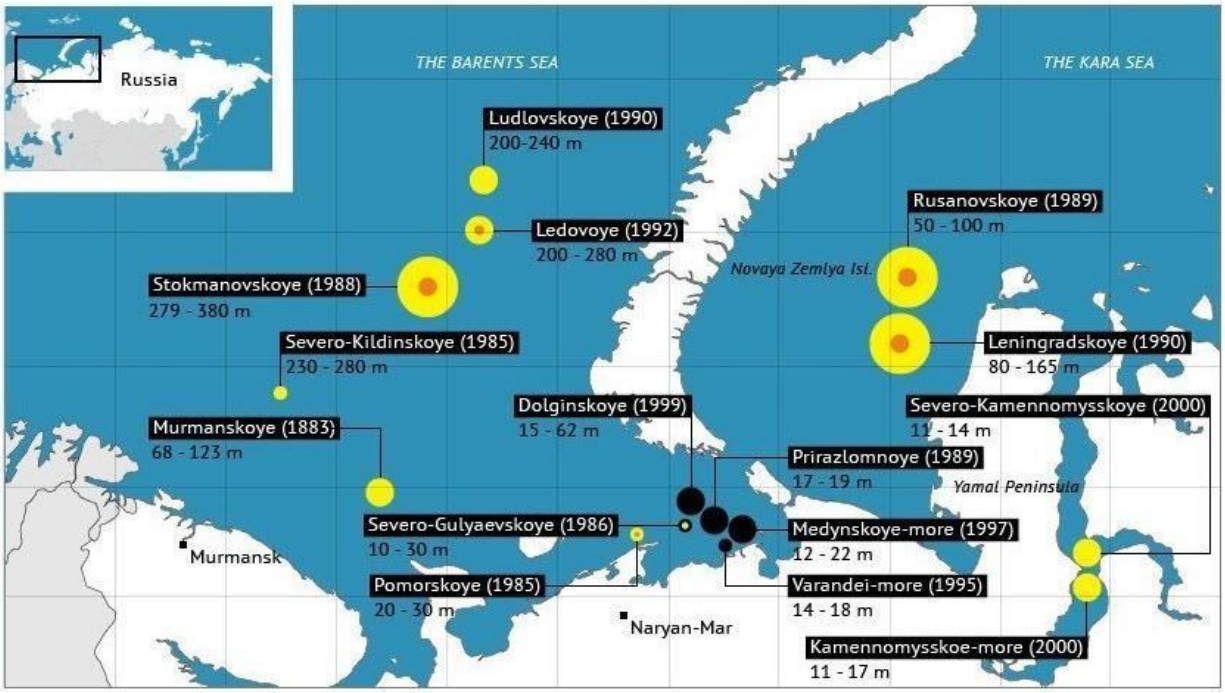
5. ***Infrastructure***

A general lack of infrastructure on both sea and land is perhaps the largest barrier to development in the Arctic. Some states, like Russia, are investing more money in the challenge than others. Maritime experts say that more funding is needed for significant improvements to ship navigation, satellite communication, icebreaker capacity, and port facilities. Similar investments are also needed on land in new roads, railways, airfields, and pipelines. Policy experts encourage nations facing these challenges to share construction technologies and other best practices.


Territorial sea / EEZ
Unclaimable
Median line
Agreed boundary
350 nm from baseline
Claimed continental shelf beyond 200 nautical miles
Russia
Iceland
Norway
Denmark
Potential claim beyond 200 nautical miles
U.S.A.
Denmark
Canada
U.S.A.
Overlapping U.S.-Canada EEZ
350 nm from baselines
500 km
CANADA
Lomonosov Ridge
RUSSIA
North Pole
Newly agreed Norway-Russia boundary
Norway-Russia special area
GREENLAND (DENMARK)
NORWAY
ICELAND

Russian oil and gas fields in the Arctic

Oil and gas fields containing immense reserves have been found in the Russian section of the Arctic sea-shelf



Field classification

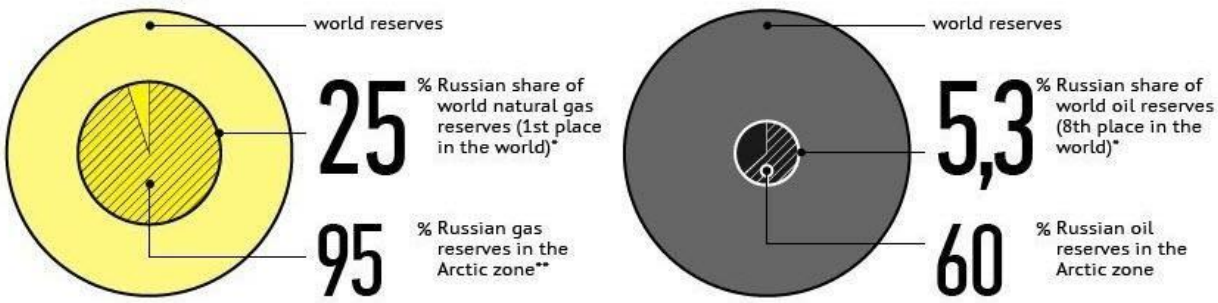
- Unique: more than 300 million metric tons of oil or 500 billion m^3 of natural gas
- Large: from 30 to 300 million tons of oil or from 30 to 500 billion m^3 of gas
- Middle: from 3 to 30 million tons of oil or from 3 to 30 million tons of oil or from 3 to 30 billion m^3 of gas

Ludlovskoye (1990)
200-240 m

Name, year of discovery, Sea depth

- Oil
- Oil and gas condensate
- Gas condensate
- Gas

The Arctic in figures



*CIA data
** according to Valery Yazayev, Vice Speaker of the State Duma of the Russian Federation; president of Russian Gas Society

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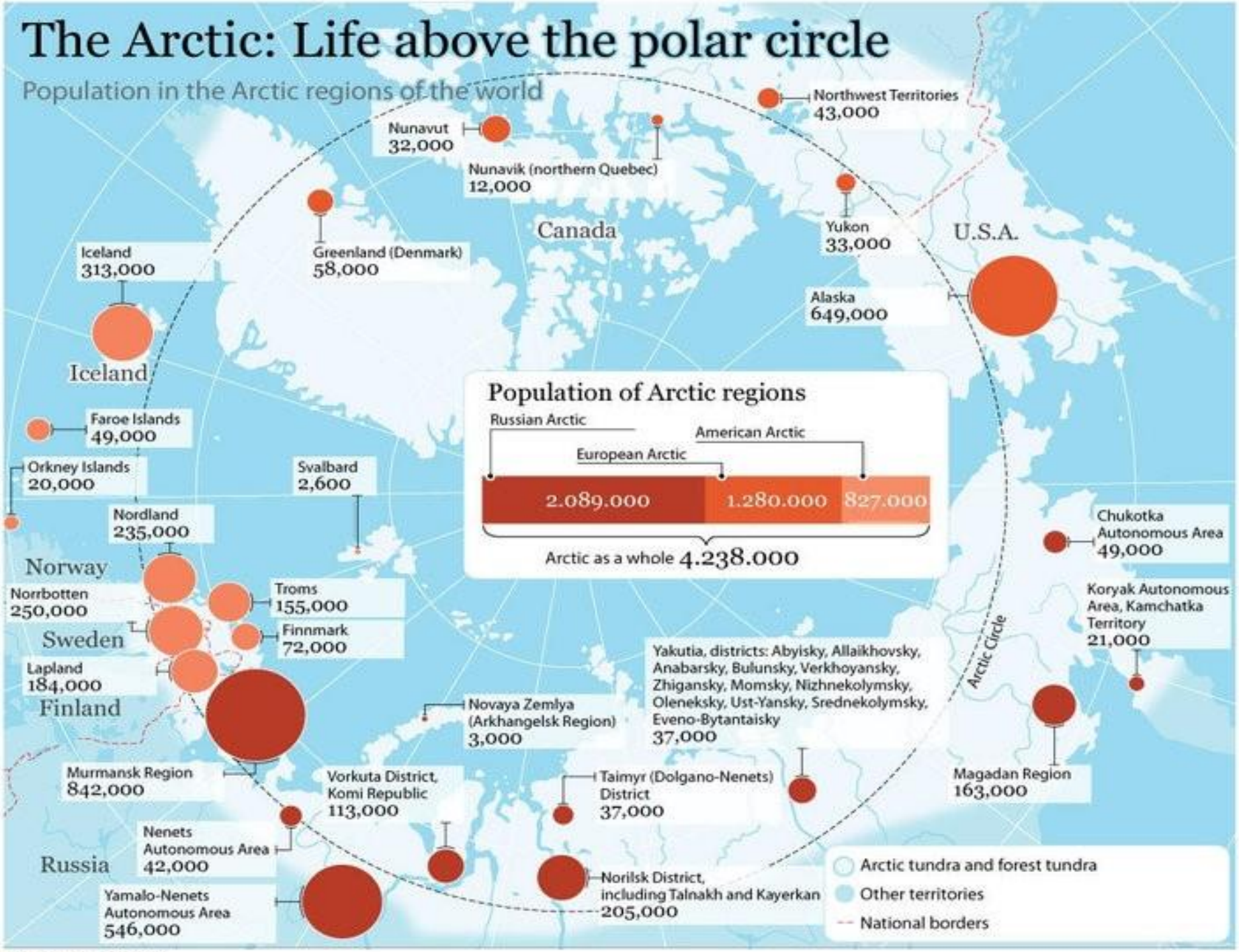
The Arctic: Life above the polar circle
Population in the Arctic regions of the world
Northwest Territories 43,000
Nunavut 32,000
Nunavik (northern Quebec) 12,000
Greenland (Denmark) 58,000
Canada
Yukon 33,000
U.S.A.
Alaska 649,000
Iceland 313,000
Iceland
Faroe Islands 49,000
Orkney Islands 20,000
Svalbard 2,600
Nordland 235,000
Norway
Norrbotten 250,000
Troms 155,000
Sweden
Finnmark 72,000
Lapland 184,000
Finland
Population of Arctic regions
Russian Arctic
American Arctic
European Arctic
2.089.000
1.280.000
827.000
Arctic as a whole 4.238.000
Chukotka Autonomous Area 49,000
Koryak Autonomous Area, Kamchatka Territory 21,000
Arctic Circle
Yakutia, districts: Abyisky, Allaikhovsky, Anabarsky, Bulunsky, Verkhoyansky, Zhigansky, Momsky, Nizhnekolymsky, Oleneksky, Ust-Yansky, Srednekolymsky, Eveno-Bytantaisky 37,000
Novaya Zemlya (Arkhangelsk Region) 3,000
Magadan Region 163,000
Murmansk Region 842,000
Vorkuta District, Komi Republic 113,000
Taimyr (Dolgano-Nenets) District 37,000
Nenets Autonomous Area 42,000
Russia
Yamalo-Nenets Autonomous Area 546,000
Norilsk District, including Talnakh and Kayerkan 205,000
Arctic tundra and forest tundra
Other territories
National borders
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GRADE
Policy Analysis Tool

As citizens in a democracy, you'll be confronted with policy questions. Is a tax proposal a good idea? Should you vote for a particular ballot initiative? Government policies can profoundly affect our nation and your life. In a democracy, you have a say on government policies and proposed policies. It's important that you take a critical look at them. Use the following GRADE tests to evaluate a policy:

Goal. What is the goal of the policy? If you don't know what it's supposed to do, you can't measure its success or failure. Policies are designed to address problems. What problem or problems is this policy supposed to address?

Rivals. Who might (or does) support the policy? Who might (or does) oppose it? Knowing the rivals can help you understand who the policy might affect and whether the policy favors special interests. Also, rivals are terrific sources for information, but you must check their facts.

Advantages. What are the policy's benefits? What is good about the policy? Does the policy address the causes or effects of the problem? Will it achieve (or has it achieved) its goal? Will it achieve the goal efficiently? Is it inexpensive? Does it protect people from harm? Does it ensure people's liberties?

Disadvantages. What are the policy's costs? What is bad about the policy? Does the policy fail to address the causes or effects of the problem? Is it inefficient? Is it expensive? Does it cause harm? Does it intrude on people's liberties? Are there any potential consequences that may cause damage?

Evaluate. Weigh the advantages versus the disadvantages. Are there alternative policies? One alternative is to do nothing. Most serious problems have various policy proposals. Evaluate them. Look at their goals, advantages, and disadvantages.

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GRADE

Policy Analysis

Proposed

Policy:

Goal?

Rivals:

Advantage:

Disadvantage:

Evaluate:

...NOW YOU SEE OUR ACTIVITIES A BIT TOO BLACK AND WHITE, DON'T YOU?
UPS!
ARCTIC
seppo.net
Seppo Leinonen 2013 / Seppo.net

ECOLOGY!

We can stop worrying about the ice melting. The oil will get us first...
ARCTIC DRILLING
MARGULIES

ANOTHER PRISTINE MINERAL-RICH ENVIRONMENT HAS BEEN DISCOVERED
OH DEAR... THIS COULD BE JUST THE TIP OF THE ICEBERG!!
ICEBERG? WHAT'S AN ICEBERG?
NOT SO FAST
MINE
HOLD ON!
MY LAND
OWN THIS!

	My Title for Cartoon:	**My Title for Cartoon:**	**My Title for Cartoon:**
Time **(Occasion?)**			
Action **(What's Happening?**			
Caption **(Textual Clues?)**			
Objects **(Identify Items and People)**			

Summary **(Artist's Message?)**			