

**Exxon Valdez Legacy: Oil and Wildlife** (40-minute interactive class exercise)

*Instructions: Divide students into groups for each species of wildlife listed below. (Have students draw the species names from a hat!) Have students sit in groups by species. Have each group do their readings and work together to fill out the chart for their species. Once all the groups are done, have each group share their results with the other groups. As each group shares, students should mark their charts. When the last group has shared its findings, each student will have a filled in chart with all the species. Ask students to bring the chart to their next class with you.*

Readings: *Sound Truth and Corporate Myths* (Dragonfly Sisters Press, 2005) by Riki Ott

Match illness symptoms with wildlife from readings

Birds (black oystercatchers, murre, harlequin ducks, pigeon guillemots, black-legged kittiwakes): 237 (“In the meantime...”); 307-8 (“For the adults...”); 298-300 (“Once Esler established...”); 377; 379-382 (Focus on bird readings)

Herring: 250 (life cycle); 263 (“As Bigg’s expanded team...”); 265 (“During the winter...”); 379

Pink salmon: 250 (life cycle); 256-57 (“The lawyers learned...”); 345 (“Results from the first...”); 349-350 (“In continuing these...”); 374-77

Whales: 224 (“The relief at being funded); 335-36 (“In 1999 Matkin summarized...”); 378; 381

Harbor seals: 224 (“Matkin was fairly certain...”); 381

Otters: 224 (“Matkin was fairly certain...”); 217-18; 303-4 (“Neither was reproduction...”); 310-11 (“Bowyer’s group believed...”); 377-8

<u>Illness Symptoms</u>	<u>Birds</u>	<u>Herring</u>	<u>Salmon</u>	<u>Whales</u>	<u>Harbor seals</u>	<u>Otters</u>
Behavioral problems						
Central nervous system						
Death						
Developmental damage						
Dizziness (CNS)						
Eye irritant						
Genetic damage						
Immune suppression						
Reproductive damage						
Respiratory irritant						

**Exxon Valdez Legacy: Oil and People** (40-minute interactive class exercise)

*Instructions: Divide students into groups for each cleanup worker listed below. (Have students draw the people's names from a hat!) Have students sit in groups by worker. Have each group do their readings and work together to fill out the chart for their worker. Once all the groups are done, have each group share their results with the other groups. As each group shares, students should mark their charts. When the last group has shared its findings, each student will have a filled in chart with all the workers. Have students fill in the final column to summarize the effects on wildlife. Discuss as a class the similarities in illness symptoms between humans and wildlife.*

Readings: *Sound Truth and Corporate Myths* (Dragonfly Sisters Press, 2005) by Riki Ott

Match illness symptoms with individuals from readings

*Class reading (all students read this)*

Known harm: 12-13; 27 ("Health problems became...")

Extent of problem: 57 (figure 2)

*Team work: Team 1 Ed and Lynn; Team 2 Ron; Team 3 Dolly; Team 4 Sara*

LYNN: 24-26 ("Skin Rashes and Headaches")

ED: 32-34 including figure 1 ("In its desperate strait...")

RON: 71-72 ("Acute Health Problems"); 74-75 ("In June 1992 Smith..."); 79 (figure 3); 82-83 ("Living with Chemical Sensitivites")

DOLLY: 86-88 (La Joie begged to be... END on 88 after first paragraph); 89 ("She survived her beach crew..." to END of page); 91-95 ("Linger Symptoms")

SARA: 113-118

<u>Illness Symptoms</u>	<u>Lynn</u>	<u>Ed</u>	<u>Ron</u>	<u>Dolly</u>	<u>Sara</u>	<u>Wildlife (all)</u>
Behavioral problems	_____	_____	_____	_____	_____	_____
Blood disorders	_____	_____	_____	_____	_____	_____
Central nervous system	_____	_____	_____	_____	_____	_____
Chemical sensitivities	_____	_____	_____	_____	_____	_____
Death	_____	_____	_____	_____	_____	_____
Developmental damage	_____	_____	_____	_____	_____	_____
Dizziness (CNS)	_____	_____	_____	_____	_____	_____
Eye irritant	_____	_____	_____	_____	_____	_____
Fatigue	_____	_____	_____	_____	_____	_____
Headaches (CNS)	_____	_____	_____	_____	_____	_____
Immune suppression	_____	_____	_____	_____	_____	_____
Kidney damage	_____	_____	_____	_____	_____	_____
Nausea	_____	_____	_____	_____	_____	_____
Reproductive damage	_____	_____	_____	_____	_____	_____
Respiratory irritant	_____	_____	_____	_____	_____	_____
Skin rash, dermatitis	_____	_____	_____	_____	_____	_____
Toxic systemic	_____	_____	_____	_____	_____	_____

## Class Exercises Answer Guide

### Exxon Valdez Legacy: Oil and Wildlife

Illness Symptoms	Birds	Herring	Salmon	Whales	Harbor seals	Otters
Behavioral problems	x		x	x		
Central nervous system				x	x	x
Death	x	x	x	x	x	x
Developmental damage	x	x	x			
Dizziness (CNS)		x		x	x	x
Eye irritant						x
Genetic damage						
Immune suppression		x				
Reproductive damage	x	x	x	x	x	
Respiratory irritant				x	x	

### Exxon Valdez Legacy: Oil and People

Illness Symptoms	Lynne	Ron	Ed	Sara	Dolly	Wildlife (all)
Behavioral problems				x	x	x
Blood disorders				x	x	
Central nervous system		x		x	x	x
Chemical sensitivities		x	x	x	x	
Death						x
Developmental damage						x
Dizziness (CNS?)				x	x	x
Eye irritant	x				x	x
Fatigue		x		x	x	
Headaches (CNS?)	x	x	x		x	
Immune suppression					x	x
Kidney damage				x	x	
Nausea					x	
Reproductive damage						x
Respiratory irritant	x		x	x	x	x
Skin rash, dermatitis	x			x		
Toxic systemic				x	x	