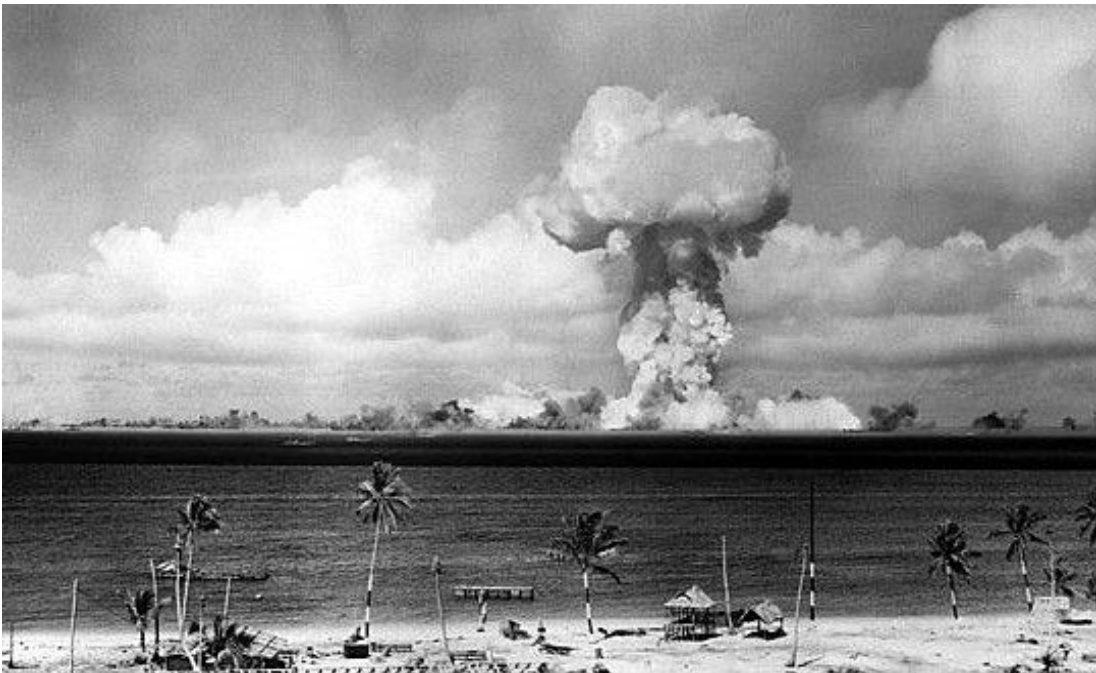


Does global security justify the cost to indigenous people?



atomicheritage.com

Supporting Questions

1. What are some of the economic impacts of nuclear testing and militarization on Pacific Islander peoples and island environments?
2. What are some of the environmental impacts of nuclear testing and militarization on Pacific Islander peoples and island environments?
3. What are some of the social impacts of nuclear testing and militarization on Pacific Islander peoples and island environments?

DOES GLOBAL SECURITY JUSTIFY COST TO INDIGENOUS PEOPLE?

<p>C3 Framework Indicators</p> <p>Social Studies Standards</p>	<p>D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p> <p>D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</p> <p>SS.7PI.3.14.1 Explain the social, environmental, and economic impacts of nuclear testing and militarization on Pacific Islander peoples and island environments</p>
<p>Staging the Compelling Question</p>	<p>View video on nuclear testing in the Pacific. Participate in whole class discussion on who, what, where, when, and why this occurred. Predict the impact testing had the Pacific Island population.</p>

<p>Supporting Question 1</p> <p>What are some of the economic impacts of nuclear testing and militarization on Pacific Islander peoples and island environments?</p>
<p>Formative Performance Tasks</p> <p>List economic impacts of nuclear testing in the Marshall islands.</p>
<p>Featured Sources</p> <p>Source A: Gross Domestic Product(GDP) Marshall Islands Country Profile from databank.worldbank.org</p> <p>Source B: U.S. Department of Interior: The Marshall Islands https://www.doi.gov/oia/islands/marshallislands</p> <p>Source C: Marshall Island Economic Fact Charts</p>

<p>Supporting Question 2</p> <p>What are some of the environmental impacts of nuclear testing and militarization on Pacific Islander peoples and island environments?</p>
<p>Formative Performance Tasks</p> <p>Create layered maps showing location and frequency of nuclear bomb testing, military installations, and environmental damage, population.</p>
<p>Featured Sources</p> <p>Source A: Marshall Islands Blank Map</p> <p>Source B: Layered map Graphics</p> <p>Source C: Bikini Atoll nuclear tests: 60 years later and islands still unlivable https://www.theguardian.com/world/2014/mar/02/bikini-atoll-nuclear-test-60-years</p> <p>Source D: Google Maps</p> <p>Source E: Population of Marshall Islands by municipalities</p>

<p>Supporting Question 3</p> <p>What are some of the social impacts of nuclear testing and militarization on Pacific Islander peoples and island environments?</p>
<p>Formative Performance Tasks</p> <p>Create multimedia presentation (powerpoint, video, podcast, etc.) detailing the social impact of nuclear testing and militarization of Pacific Islander peoples and island environments.</p>
<p>Featured Sources</p> <p>Source A: World of Discovery- Bikini: Forbidden Paradise Video https://www.youtube.com/watch?v=Ehgy0NeoB44</p>

<p>Summative Performance Task</p>	<p>ARGUMENT Does global security justify the costs to indigenous people? Use the case of the Marshall Islands to construct an argument that answers the compelling question using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>EXTENSION Review and evaluation the Compact of Free Association. Create a proposal for update/improvement.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND The economic, environmental, and social impact of nuclear testing in the Marshall Islands.</p> <p>ASSESS Assess the extent to which Americans can redress and repair the impacts of nuclear testing in the Pacific. Use the Kaho’olawe restoration project as a case study.</p> <p>ACT Spread awareness/participate in Kaho’olawe restoration.</p>

Overview

Inquiry Description

This geography inquiry leads students through an investigation of the toll that past military bombings have had on Pacific Island environments, economy, and society. In addition, it exposes students to the benefits and disadvantages of foreign military installations currently located on Pacific Islands. By investigating the compelling question “Does global security justify the cost to indigenous peoples?” students will weigh the information that they gather and the stories they construct to answer the question and determine whether the ends justify the means. The formative performance tasks build on knowledge and skills through the course of the inquiry and help students become more familiar with economic and geographic concepts. In addition, the formative performance tasks help students to recognize how past bombings and current military presence impacts various aspects of life on Pacific Islands and ultimately may lead to the want or need to emigrate. Throughout this unit, students will work with their peers to produce economic charts, layered maps, and multimedia presentations detailing the economic, environmental, and social impacts of these events on the islands and its peoples.

Note: This inquiry is expected to take 5-7 75-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries in order to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

Staging the Compelling Question

In staging the compelling question, students will be presented with short video, Bikini Atoll Nuclear Testing 1956- the “H-Bomb” Test on nuclear testing in the Pacific Islands. Students will then participate in a whole class discussion on who, what, where, when, and why this occurred. Students will also discuss the significance of the radiation detectors. Students will then predict the impact that the testing had/continues to have on the Pacific Island population and environment.

Supporting Question 1

The first supporting question allows students to explore the impact of nuclear testing and militarization on Pacific Islands economies. Student can evaluate the effect that nuclear testing and increased military presence has on island nations. Students will determine whether the economic benefits are enough to make up for a history of bombing and displaced people.

Supporting Question 2

The second supporting question provides students with the opportunity to examine how nuclear testing and militarization has impacted Pacific Island environments. Through a geographic lens students will explore this question by creating a layered map displaying four data points: location and frequency of bomb testing, location of military installations, environmental damage (both land and coastal waters), and island population.

Supporting Question 3

The third supporting question allows students to focus on the impact that nuclear testing and militarization has on the people of the Pacific. To answer this question, students will research personal accounts of local residents impacted by the question. Students will then create a multimedia presentation (PowerPoint, video, podcast, etc) that tells a story detailing the social impact of the bombings and increased military presence.

Summative Performance Task

At this point in the inquiry, students have examined 3 main areas of life (economic, environmental, social) impacted by nuclear bomb testing and militarization. Students have evaluated the benefits of these activities as well as documented the damage. In addition, students have researched and told the stories of the peoples affected. Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question “Does global security justify the cost to indigenous peoples?”

Students’ arguments will likely vary, but could include any of the following:

- *Show lasting harmful impact to island environment, economy and society.*
- *Show positive impact military installations have on island economy and society*
- *Discuss how past bombings have impacted emigration patterns of target islands*
- *Pacific Immigration impact on Hawaii and mainland United States.*

To extend their arguments, teachers may have students review and evaluate the Compact of Free Association (<http://www.fsmlaw.org/compact/>) to see if the agreement is up to date and appropriate. After review, students will either defend the current agreement or create a proposal for update/improvement of the compact. Students have the opportunity to Take Informed Action by contacting Kahoolawe Island Reserve Commission (KIRC) and completing a project for them (public service announcement/restoration work/fundraising).

Staging the Compelling Question

Featured Source

Source A: Bikini Atoll Nuclear Testing 1956- the “H-Bomb” Test

	https://www.youtube.com/watch?v=UxF10IYOMCo
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Supporting Question 1: Suggested Instructional Exercises

Included are two instructional exercises to help students accomplish the task suggested by Supporting Question 1.

Instructional Exercise One: Unpack supporting question one by identifying vocabulary related to the inquiry, specifically the term “militarization” and the term “economic” if students are not familiar. To complete this task the instructor will hand out index cards with the vocabulary terms to groups of students. It is suggested student groups only look at one term at a time. Groups will read the word, and discuss what they think it may mean based on group member previous knowledge this word and context clues within the word (ex. “military -> militarization). If students don’t know what it means, ask them if they have ever heard of it before and if so in what context. If no group member has heard of the word ask them to take a guess together. Students are to write their group guesses on the top of the back of the index card. Then groups will illustrate what they think the words mean in the space below the definition. Each group will share their definition and illustration (helpful to have a document camera). Instructor will assist in guiding students to an appropriate definition. Repeat with all remaining unknown vocabulary.

Instructional Exercise Two: Once unknown terms have been defined each group will then receive a strip of paper with Supporting Question 1 written on it: “What were the economic impact of nuclear testing and militarization on Pacific Islander peoples and island environments”. Together groups will rewrite Supporting Question 1 on the back using “7th grade friendly language”. Groups will then share their rewrites with the class.

Supporting Question 1

Featured Source	<p>Source A: Gross Domestic Product(GDP) Marshall Islands Country Profile from databank.worldbank.org</p> <p>Source B: U.S. Department of Interior: The Marshall Islands https://www.doi.gov/oia/islands/marshallislands</p> <p>Source C: Marshall Island Economic Fact Charts</p>
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Define Gross National Product (GDP) for students: “the total value of goods produced and services provided by a country in one year”. Students will write definition on top of “Marshall Island Economic Fact Chart”. Students will use Source A and Source B to fill out the remainder of the chart.

Name _____

Date _____

Period _____

Marshall Island Economic Fact Charts

Definition of GDP	
Total GDP Marshall Islands (US\$)	

GDP Breakdown	Definition (click on category name in Country Profile)	%GDP
Agriculture		
Industry		
Services		

Total Population	
------------------	--

Total employed	
Employed by government	
Employed by private sector	

US \$ given to Marshall Islands as stipulated in section 177 of the Compact of Free Association (settlement for past nuclear activity)	
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Source A: Marshal Islands Databook from worldbank.org*

*Students will need to access website from a computer to be able to click on the categories to get definitions.

Country Profile

Marshall Islands
 Marshall Islands

	1990	2000	2010	2016
World view				
Population, total (millions)	0.05	0.05	0.05	0.05
Population growth (annual %)	3.2	0.2	0.2	0.1
Surface area (sq. km) (thousands)	0.2	0.2	0.2	0.2
Population density (people per sq. km of land area)	269.3	289.8	291.3	294.8
Poverty headcount ratio at national poverty lines (% of population)	..	..	..	..

Poverty headcount ratio at \$1.90 a day (2011 PPP) (% of population)	..	..	..	..
GNI, Atlas method (current US\$) (billions)	..	0.15	0.20	0.24
GNI per capita, Atlas method (current US\$)	..	2,850	3,790	4,450
GNI, PPP (current international \$) (billions)	..	0.16	0.21	0.28
GNI per capita, PPP (current international \$)	..	3,020	4,090	5,280
People				
Income share held by lowest 20%	..	..	..	..
Life expectancy at birth, total (years)	72	65	..	..
Fertility rate, total (births per woman)	5.9	5.7	4.1	..
Adolescent fertility rate (births per 1,000 women ages 15-19)	..	..	..	..
Contraceptive prevalence, any methods (% of women ages 15-49)	..	34	45	..
Births attended by skilled health staff (% of total)	..	95	90	..
Mortality rate, under-5 (per 1,000 live births)	50	41	39	36
Prevalence of underweight, weight for age (% of children under 5)	..	..	..	..
Immunization, measles (% of children ages 12-23 months)	52	94	97	75
Primary completion rate, total (% of relevant age group)	..	93	100	..
School enrollment, primary (% gross)	..	89.8	105.4	93.4
School enrollment, secondary (% gross)	..	68	103	77

School enrollment, primary and secondary (gross), gender parity index (GPI)	..	1	1	1
Prevalence of HIV, total (% of population ages 15-49)	..	..	..	..
Environment				
Forest area (sq. km) (thousands)	0.1	0.1	0.1	0.1
Terrestrial and marine protected areas (% of total territorial area)	0.0	0.0	..	0.2
Annual freshwater withdrawals, total (% of internal resources)	..	..	..	..
Improved water source (% of population with access)	92	93	94	95
Improved sanitation facilities (% of population with access)	65	70	75	77
Urban population growth (annual %)	3.7	0.6	0.6	0.5
Energy use (kg of oil equivalent per capita)	..	..	614	..
CO2 emissions (metric tons per capita)	1.01	1.48	1.96	1.94
Electric power consumption (kWh per capita)	..	..	..	..
Economy				
GDP (current US\$) (billions)	0.08	0.11	0.16	0.18
GDP growth (annual %)	2.7	5.9	6.4	2.9
Inflation, GDP deflator (annual %)	5.0	-3.0	1.4	-0.9
Agriculture, value added (% of GDP)	..	..	16	15
Industry, value added (% of GDP)	..	..	12	11

Services, etc., value added (% of GDP)	..	..	72	74
Exports of goods and services (% of GDP)	..	..	..	..
Imports of goods and services (% of GDP)	..	..	..	..
Gross capital formation (% of GDP)	..	..	..	..
Revenue, excluding grants (% of GDP)	..	..	..	..
Net lending (+) / net borrowing (-) (% of GDP)	..	..	..	..
States and markets				
Time required to start a business (days)	..	22	17	17
Domestic credit provided by financial sector (% of GDP)	..	..	..	..
Tax revenue (% of GDP)	..	..	..	..
Military expenditure (% of GDP)	..	..	..	..
Mobile cellular subscriptions (per 100 people)	0.0	0.9	..	29.2
Individuals using the Internet (% of population)	0.0	1.5	7.0	19.3
High-technology exports (% of manufactured exports)	..	..	..	..
Overall level of statistical capacity (scale 0 - 100)	..	..	41	29
Global links				
Merchandise trade (% of GDP)	..	58	111	105
Net barter terms of trade index (2000 = 100)	..	100	100	108

External debt stocks, total (DOD, current US\$) (millions)	..	..	..	..
Total debt service (% of exports of goods, services and primary income)	..	..	..	..
Net migration (thousands)	..	..	..	..
Personal remittances, received (current US\$) (millions)	..	..	22	27
Foreign direct investment, net inflows (BoP, current US\$) (millions)	0	126	-9	-54
Net official development assistance received (current US\$) (millions)	0.3	57.2	32.6	57.1

Figures in italics refer to periods other than those specified.

Source B: U.S. Department of Interior: The Marshall Islands
<https://www.doi.gov/oia/islands/marshallislands>



Office of Insular Affairs

The Marshall Islands

Political Status

The Republic of the Marshall Islands (RMI) was a district of the Trust Territory of the Pacific Islands (TTPI) which the United States administered on behalf of the United Nations from 1947 until 1978. The RMI came into being as a sovereign country in 1979 and entered into a [Compact of Free Association](#) with the United States in 1986. The first financial package of the Compact lasted 15 years, from 1986 to 2003. By the provisions of the Compact, the United States and the RMI negotiated a [new financial package in 2003, covering 2003-2023](#). Under the Compact, the United States provides economic and financial aid and defends the RMI's territorial integrity. In return, the RMI provides the United States with unlimited and exclusive access to its land and waterways for strategic purposes. A Trust Fund was also created to contribute to the long-term budgetary self-reliance of the RMI when the financial provisions of the Compact expire in 2023. The close ties between the United States and the RMI that go back to the end of World War II are also reflected in the fact that the RMI uses the U.S. dollar as its currency. Strategically, the RMI hosts the U.S. Army Kwajalein Atoll (USAKA) Reagan Missile Test Site, a key installation in the U.S. missile defense network.

Immigration & Employment Status of Citizens of the RMI in the U.S.

Citizens of the Federated States of Micronesia, the Republic of the Marshall Islands, and Palau Are Eligible to Work in the United States Indefinitely. Citizens of the Federated States of Micronesia (FSM), the Republic of the Marshall Islands (RMI), and Palau are admitted to the United States as nonimmigrants when admitted under the terms of those nations' respective Compacts of Free Association with the United States. These three countries are sometimes referred to collectively as the "Freely Associated States." [more](#)

- [Social Security Administration Information Sheet](#)
- [Homeland Security Fact Sheet \(November 3, 2015\)](#)
- [Form I-765 Employment Authorization Document \(EAD\) | Instructions I-765](#)

- [Form I-9 Employment Eligibility Verification | Instructions Form I-9](#)
- [Form I-102 Replacement of I-94 Card | Instructions Form I-102](#)
- [DHS Employer Information Bulletin #106](#)

The United Nations and Bilateral Relations

On September 17, 1991, the Marshall Islands became a full-fledged member of the United Nations. The Marshall Islands is a close voting ally of the U.S. and Israel at the UN. The Marshall Islands has established bilateral relations with 72 countries which includes the USA, Taiwan, Israel, France and the Holy See. For a complete list of countries with which the RMI has relations, [click here](#).

Distances from places

Washington DC: 7,060 miles

Honolulu: 2,500 miles

Tokyo: 2,800miles

Guam: 1,860 miles

Population & Demography

Total population: 53,952 (2015)

Majuro: 27,797 (2011)

Ebeye: 9,614

Other atolls: 15,747

Marshallese: 92.1%

Mixed Marshallese: 5.9%

Others: 2.0%

Labor Force & Employment

Total payroll employment: 10,576

Private sector employment: 4,203

Government employment: 6,374

Economy & Income Sources

GDP: \$179.4 million (2015)

Per capita GDP: \$ 3,325

U.S. per capita GDP: \$56,276

USAKA Reagan Missile Test Site

Kwajalein's only major income source

USAKA employment: 920 (8.7% of total employment)

Tourism

Visitors to Majuro: 5,725 (2015)

Business visitors: 2,362

Holiday visitors: 1,908

Transit & stopover: 586

Tourists from the U.S., Canada & other Americas: 2,047

Other Pacific islands: 1,757

Japan: 401

Services

Government services

Hotels and restaurants

Other services

Government Finances

Total government revenues: \$116.7 million (2015)

Total government spending: \$113.9 million

Federal grants: \$67.7 million

Kwajalein Missile Range

At home in the largest lagoon in the world, is the U.S. Kwajalein Missile Range. A major subsidiary agreement of the Compact with the Marshall Islands allows the United States continued use in Kwajalein Atoll of the U.S. Army missile test range for up to thirty years. Kwajalein consists of some ninety islands surrounding the largest lagoon in the world. Under a lease agreement with Marshall Islands Government, the U.S. Department of Defense uses the atoll and controls some of its islands.

Nuclear Issues

Section 177 of the Compact with the Marshall Islands provided for settlement of all claims arising out of the nuclear testing programs which the United States conducted at Bikini and Enewetak Atolls from 1946 to 1958. Under Section 177, the US Government has made payments of over \$500M which included \$135M for Bikini and Rongelap resettlements.

Supporting Question 2

Featured Sources

Source A: Marshall Islands Blank Map

Source B: Bikini Atoll nuclear tests: 60 years later and islands still unlivable

<https://www.theguardian.com/world/2014/mar/02/bikini-atoll-nuclear-test-60-years>

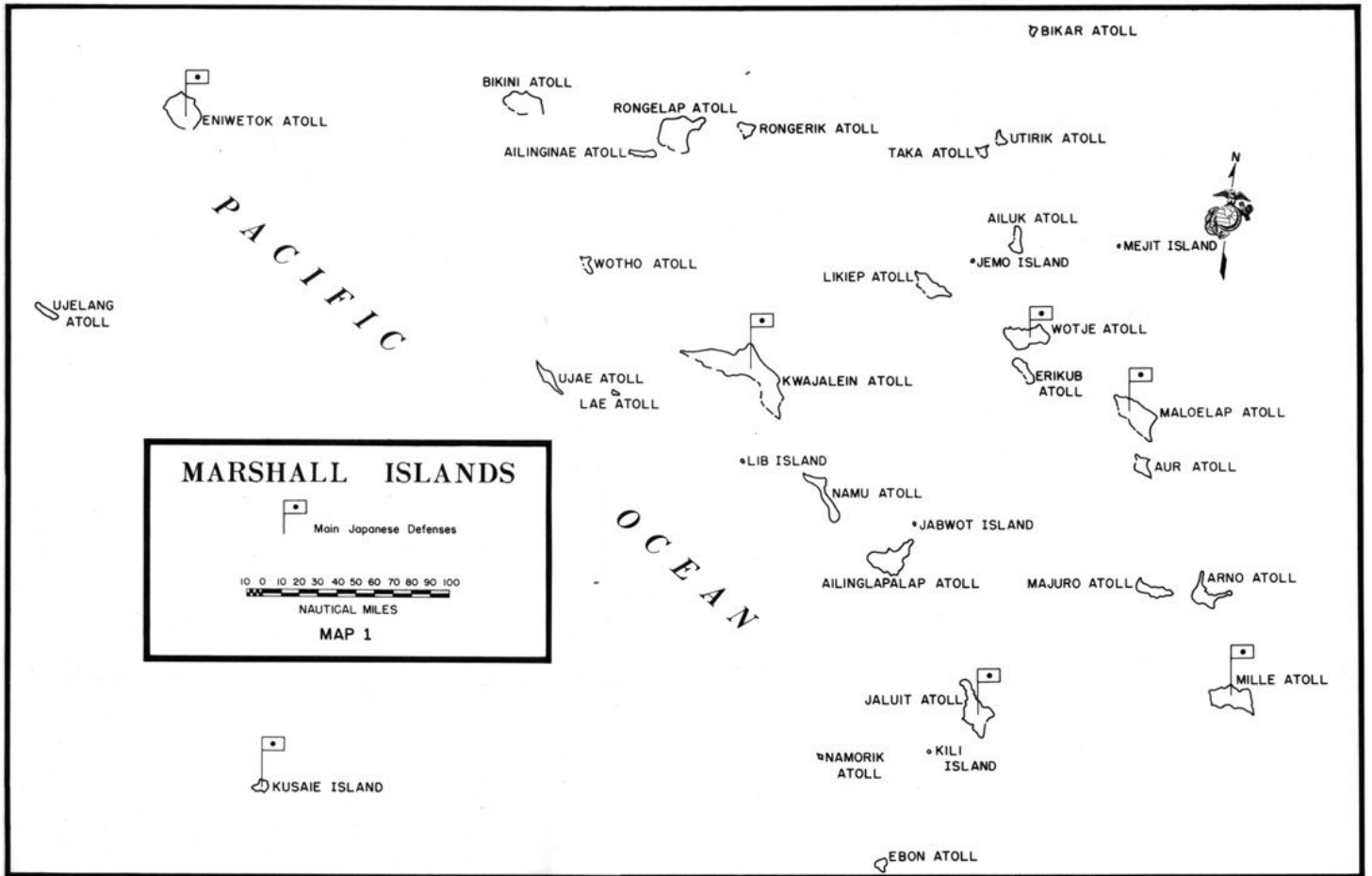
Source C: Google Maps

Source D: Population of Marshall Islands by municipalities

Students will create a layered map of the Marshall Islands to show the location and the frequency of the bomb testing, military installations, and overall population. Using the sources provided students will create their map on Source A. They will cut out the appropriate demographic and paste it on the correct island to visually show the presence and prevalence of military installations and activities in the Marshall Islands as well as how many people are possibly impacted. Students will need to read Source C: Bikini Atoll Nuclear Tests: 60 years later and islands still unlivable to find number and location of bombs dropped. Student will need access to the internet to use Source D: Google Maps to locate U.S. Military bases in the Marshall Islands.

*Teachers may want to enlarge map of Marshall Islands for this activity.

Source A:



Source B: Layered Map Graphics

Population

1-500

501-1000

1001-1500

1501 +

Bombs dropped

1-15

16-30

31-45

45+

Military bases

1

2

3

4+

Source C:

Bikini Atoll nuclear test: 60 years later and islands still unlivable

Marshall Islanders unable or unwilling to return to traditional home, scene of huge US hydrogen bomb test in 1954



Mushroom cloud from the Operation Castle Bravo nuclear explosion in the Bikini Atoll, Marshall Islands. Photograph: US air force

Agence France-Press in Majuro

Saturday 1 March 2014 22.49 EST Last modified on Friday 14 July 2017 18.32 EDT

The Marshall Islands are marking 60 years since the devastating US hydrogen bomb test at Bikini Atoll, with exiled islanders saying they are too fearful to ever go back because of nuclear contamination.

Part of the intense cold war nuclear arms race, the 15-megatonne Bravo test on 1 March 1954 was a thousand

times more powerful than the atomic bomb dropped on Hiroshima. It exposed thousands in the surrounding area to radioactive fallout.

Bikini islanders and their descendants have lived in exile since they were moved for the first weapons tests in 1946. When US government scientists declared Bikini safe for resettlement some residents were allowed to return in the early 1970s. But they were removed again in 1978 after ingesting high levels of radiation from eating foods grown on the former nuclear test site.

The [Marshall Islands](#) Nuclear Claims Tribunal awarded more than \$2bn in personal injury and land damage claims arising from the nuclear tests but stopped paying after a compensation fund was exhausted.

As those who remembered the day gathered in the Marshall Islands' capital of Majuro, along with younger generations, to commemorate the anniversary, many exiles refused to go back to the zones that were contaminated despite US safety assurances.

“I won't move there,” said Evelyn Ralpho-Jeadrik of her home atoll, Rongelap, which was engulfed in fallout from Bravo and evacuated two days after the test. “I do not believe it's safe and I don't want to put my children at risk.”



Islanders and descendants from Rongelap Atoll march in Majuro on the 60th anniversary of the nuclear explosion that led to their exile. Photograph: Isaac Marty/AFP/Getty

People returned to live on Rongelap in 1957 but fled again in 1985 amid fears, later proved correct, about residual radiation. One of the more than 60 islands in Rongelap has been cleaned up as part of a US-funded \$45m programme.

US nuclear experiments in the Marshall Islands ended in 1958 after 67 tests. But a United Nations report in 2012 said the effects were long-lasting. Special rapporteur Calin Georgescu, in a report to the UN human rights council, said “near-irreversible environmental contamination” had led to the loss of livelihoods and many people continued to experience “indefinite displacement”.

The report called for the US to provide extra compensation to settle claims by nuclear-affected Marshall islanders and end a “legacy of distrust”.

It is not just their homes that have been lost, said Lani Kramer, 42, a councilwoman in Bikini’s local government, but an entire swathe of the islands’ culture. “As a result of being displaced we’ve lost our cultural heritage – our traditional customs and skills, which for thousands of years were passed down from generation to generation,” she said.

“After they were exposed like that I can never trust what the US tells us [about Bikini],” said Kramer, adding that she wants justice for the generations forced to leave.



In Yaizu, Japan, a man holds a portrait of Aikichi Kuboyama, chief radio operator of a Japanese fishing boat who died from the effects of the Bikini Atoll nuclear test, at the head of a march to mark the anniversary.

Photograph: Jiji Press/AFP/Getty

Also attending the week-long commemorations was 80-year-old Matashichi Oishi – one of 23 fishermen aboard the Japanese boat Daigo Fukuryu Maru (Lucky Dragon), which was 60 miles from the bomb when it exploded. “I remember the brilliant flash in the west, the frightening sound that followed, and the extraordinary sky which turned red as far as I could see,” he said.

The plight of the crew is well known in Japan and on Saturday nearly 2,000 people marched to the grave of Aikichi Kuboyama – the chief radio operator of the boat – in the port city of Yaizu to mark the anniversary.

Kuboyama died of acute organ malfunction nearly seven months after the test, while 15 other crew members later died of cancer and other causes.

The Marshall Islands' president, Christopher Loeak, called on the US to resolve the “unfinished business” of its nuclear testing legacy, saying compensation provided by Washington “does not provide a fair and just settlement” for the damage caused.

The US ambassador Thomas Armbruster said “words are insufficient to express the sadness” of the 60th anniversary of the nuclear test, adding that the US was continuing to work with the Marshall Islands to provide healthcare and environmental monitoring of several affected islands.

The US embassy in Majuro said on its website: “While international scientists did study the effects of that accident on the human population unintentionally affected, the United States never intended for Marshallese to be hurt by the tests.”

Source E:

Population of Marshall Islands by Municipality

Municipality	1958	1967	1973	1980	1988	1999	2011
Ailinglaplap	1,288	1,195	1,100	1,385	1,715	1,959	1,729
Ailuk	419	384	335	413	488	513	339
Arno	1,037	1,273	1,120	1,487	1,656	2,069	1,794
Aur	241	361	300	444	438	537	499
Bikini	0	0	75	0	10	13	9
Ebon	819	836	740	887	741	902	706
Enewetak	0	0	0	542	715	853	664
Jabat	0	0	70	72	112	95	84
Jaluit	1,098	1,113	925	1,450	1,709	1,669	1,788

TEACHING THE C3 FRAMEWORK

Kili	267	309	360	489	602	774	548
Kwajalein	1,284	3,540	5,469	6,624	9,311	10,902	11,408
Lae	165	131	154	237	319	322	347
Lib	44	142	98	98	115	147	155
Likiep	636	430	406	481	482	527	401
Majuro	3,415	5,249	10,290	11,791	19,664	23,676	27,797
Maloelap	454	494	432	614	796	856	682
Mejit	346	320	271	325	445	416	348
Mili	412	582	538	763	854	1,032	738
Namorik	523	547	431	617	814	772	508
Namu	482	597	493	654	801	903	780
Rongelap	264	189	165	235	0	19	79
Ujae	167	191	209	309	448	440	364
Ujelang	172	251	342	0	0	0	0
Utirik	198	269	217	336	409	433	435
Wotho	71	0	61	85	90	145	97
Wotje	361	396	425	535	646	866	859
Total	14,163	18,799	25,045	30,873	43,380	50,840	53,158

Supporting Question 3

Featured Source	<p>Source A: World of Discovery- Bikini: Forbidden Paradise Video https://www.youtube.com/watch?v=EhJy0NeoB44</p> <p>Source B: Internet/Youtube</p>
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Students will view clips from A World of Discovery- Bikini: Forbidden Paradise Video and take notes on how the bombing of Bikini island impacted the lives of the native Bikinians. (Suggested clips are listed below). In groups students will discuss how local residents were affected by the bombings. Groups will then continue researching the internet to gather images and personal accounts of those impacted. Groups will then create a multimedia presentation (powerpoint, video, podcast, etc..) detailing the social impact of nuclear testing and militarization of Pacific Islander peoples.

Suggested Clips:

2:18 What is the significance to Bikini Island to the local inhabitants/sacred site.

4:45-6:00 Promises made/ Concept of “home”

23:00-25:49 Time running out

36:05/37:36 Social problems on Kili

41:25 song of struggle