

Research Poetry: bringing power and beauty to the research writing process

Presented by:

Nicholas Valente

and

Joann Martin

September 26, 2015

Introductory Activity: answer the following questions.

What gains do your students make while participating in a research project?

What is your biggest struggle with teaching the research process?

What is the funniest or most frustrating story your students have told you about research?

Research Poetry Rationale

Research Poetry can be used to teach novice researchers some of the more refined skills of research writing. There are many elements to research that require critical thinking and creativity. Writing a research paper is much more than copying and pasting research, but sometimes that is the misconception our students hold. Our students need practice integrating the words and meaning of research to their own message.

Poetry allows students to distill the meaning of their own message without the worries of the structure of essay writing, and it provides challenges that enhance their natural writing abilities in word choice, fluency and rhythm. Students compose about the topic of research without making sure that the thesis is in the introductory paragraph when the entire poem must serve as the thesis.

All learners can be challenged by research poetry. Students of all skill levels can write poetry, with modification if necessary, from skilled writers to writers with various language and learning challenges. Teachers can easily modify this assignment for learners because poetry allows for flexible formatting and length requirements.

Poetry writing on contemporary topics motivates most students to push themselves to make their poems “sound good.” Because most students are surrounded by the rhythms of the lyrics of music for a good portion of their day, they view poetry writing as a more authentic writing than essay writing. They understand the objective of expressing a message in twenty lines. The precision that poetry requires will prompt them to take the time to think through five possible options when choosing the correct word, and weigh how much of a research article should be integrated with their own words.

LESSON PLAN: Building a found poem from multiple non-fiction sources

Lesson Title:

Teacher:

Course:

Period:

Date:

Content Objective(s): Students will: ...synthesize main ideas from multiple sources ...select lines from the articles that demonstrate those ideas ...create a poem from those lines that is a coherent and valid expression of those ideas	Language Objective(s): students will: ...label as they read any vocabulary that challenges them, for class discussion
Standard(s): CCSS 11-12 R.1; 11-12 W.2b; 11-12 L.3; 11-12 SL.6	Unit's Formative / Summative Assessments: A completed research poem

Learners' Prior Knowledge, Strengths, Interests, Differences, and Needs: Article choice with range of difficulty? Model, scaffold. Frontload vocab if needed.

Modifications / Accommodations for Sub-Groups and Individual Student Differences: students may work in heterogeneous groups; instructor prompt students as needed

Lesson "Chunking" (Practice and Application of Content)	Multiple Instructional Strategies	Resources, Materials, Technology	Checking for Understanding of ALL Learners	Time Allotted
As a class, read and discuss the issues presented in these articles	<ul style="list-style-type: none"> AVID's Marking the text would be a great tool to encourage interactive reading 	Marking the text cheatsheet would help as a directed activity. Two or more articles about a similar topic. Alternative: use this as a chance to teach primary vs secondary source.	Teacher will check marking of the text	20 min
Present the concept of found poetry: rules, the poem must come from only the words of the original texts.	<ul style="list-style-type: none"> PowerPoint or some other clear visual to reinforce directions 	A model from simple source (a paragraph to a stanza, for instance) would show the product well	Shoulder partner comprehension check	5 min
Individually, students will mark the text for lines that reveal the issue and its impact, then weave them into a poem.	<ul style="list-style-type: none"> Highlighters provided. Individually, students will highlight text 	Highlighters. Alternative: encourage MLA practice.	Monitoring during workshop by moving around the room. Partners can assist each other.	20 min
Students can share out their discoveries and successes. Reflect on the process and challenges.	<ul style="list-style-type: none"> Exit activity: Think, Pair, Share... what might change as we move from article to poem? 	N/A	Finished product will demonstrate understanding of the objective.	10 min

How Learners Will Demonstrate Proficiency or Create Their Own Representation of Objective Mastery:
Through the completion of a research poem

How Students Self-Assess, Self-Monitor
Sharing out of work; Self-reflection in written form will be a component of final portfolio

LESSON PLAN

Joann Martin, MA

Lesson Title: ___ Research and writing: pantoums Date: November 10, 2014
 Course: ___ English 7H/Dual Enrollment Period: 1, 6, 7

<p>Content Objective(s): The Learner will analyze nonfiction texts. The learner will create poetry, using repetition.</p>	<p>Language Objective(s): The Learner will read nonfiction texts. The Learner will compose considering word choice.</p>
<p>Standard(s): English Language Arts Standards Reading: 9.10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. English Language Arts Standards Writing : 9.10.W 2b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. English Language Arts Standards Language: 11.12.L.3 Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning and style, and to comprehend more fully when reading or listening. English Language Arts Standards Speaking and Listening: 11.12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3)</p>	<p>Sequence in Unit: This lesson is part of the unit on the Causal Essay. The lesson is used after students have gathered relevant sources. Unit's Formative / Summative Assessments: Formative: Notecards, annotated bibliography, peer reviews. Summative: The summative is a research portfolio: essay, poem and public service announcement.</p>

<p>Learners' Prior Knowledge, Strengths, Interests, Differences, and Needs: Students are able to choose their own topic for research. They also gather their own sources. Many have prior experience with the topics through news or personal experiences.</p>	<p>Possible Student Misconceptions or Assumptions: Many students feel that research writing is dry and their teacher is the only audience..</p>
<p>Modifications / Accommodations for Sub-Groups and Individual Student Differences: Students will work in heterogeneous groups. Instructor will prompt students, as needed.</p>	

Lesson "Chunking" (Practice and Application of Content)	Multiple Instructional Strategies	Resources, Materials, Technology	Checking for Understanding of ALL Learners	Time Allotted
<p>1. Bell-Work Students will listen to a mentor text pantoum poem. Student will read along and be challenged to find the pattern.</p>	<p>Verbal learning and written response. Text is provided and students can work with group members after the poem is read</p>	<p>Handout.</p>	<p>After reading the poem, teacher will walk through room and make sure that students are responding.</p>	<p>5 minutes</p>
<p>2. Students will do close reading of their texts. They will mark powerful words and phrases. They will look through several articles to synthesize information, taking notes as they read.</p>	<p>Students will be working with authentic, interdisciplinary texts.</p> <p>Notes:</p> <ul style="list-style-type: none"> Identify any collaborative learning activity. Real-world application; interdisciplinary connections. <p>Active, authentic student engagement.</p>	<p>Students will bring their research articles</p>	<p>Teacher will check the marking of the texts and notes.</p>	<p>25</p>
<p>3. Students will choose 10 lines of research to paraphrase or quote. Students will arrange these ten lines into the pantoum pattern. Students will check their repetition pattern with their shoulder partner.</p>	<p>Students will check work with shoulder should in small heterogeneous groups.</p>	<p>Paper</p>	<p>Teacher will observe as students write.</p>	<p>20</p>
<p>4. Wrap-Up (only if there is extra time)</p>	<p>Students will share their work with the group members</p>	<p>N/A</p>	<p>Each group member will share</p>	<p>5</p>

How Learners Will Demonstrate Proficiency or Create Their Own Representation of Objective Mastery: Students will create text with paired modern language.

How Students Self-Assess, Self-Monitor: As students work in small groups, they will peer and self-assess their writing. The students must be able to express their findings to others.

LESSON PLAN

Joann Martin, MA

Lesson Title: _____ Acknowledging sources
 Course: _____ English 7H/Dual Enrollment

Date: _____ September 8, 2015
 Period: _____ 1,6,7

<p>Content Objective(s): TLW analyze and sequence aspects of source acknowledgement.</p> <p>Standard(s):</p> <p>English Language Arts Standards Reading: 9.10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific words choices on meaning and tone (e.g. court opinion vs. news account) English Language Arts Standards Writing : 9.10.W 2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>English Language Arts Standards Language: 9.10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, listening at the CCR level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase</p> <p>English Language Arts Standards Speaking and Listening: 11.12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3)</p>	<p>Language Objective(s): TLW use the names of authors, articles and sources in references.</p> <p>Sequence in Unit: This lesson is part of the unit on research writing.</p> <p>Unit's Formative / Summative Assessments: Formative: The formative assessments are the quiz and the students' creation of citation examples.</p> <p>Summative: The summative assessment is a position paper with parenthetical citations and a works cited page.</p>
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<p>Learners' Prior Knowledge, Strengths, Interests, Differences, and Needs: Students have prior knowledge with music and books, I will show a short video clip for students with visual strengths. Students will be placed heterogeneously in groups.</p>	<p>Possible Student Misconceptions or Assumptions: Many statements feel that plagiarism is only a school issue.</p>
<p>Modifications / Accommodations for Sub-Groups and Individual Student Differences: Students will work in heterogeneous groups. Instructor will prompt students, as needed.</p>	

Lesson "Chunking" (Practice and Application of Content)	Multiple Instructional Strategies	Resources, Materials, Technology	Checking for Understanding of ALL Learners	Time Allotted
1. Bell Work a. Quiz	Student self assessment	Handout	Teacher will walk through room and make sure that students are responding.	4 minutes
2. Citing sources reading 3. Take out MLA example sheet 4. Use envelopes with partner to create works cited 5. Use books to write works cited entries	Popcorn reading. Marking the text Shoulder partners	Worksheet books	All students will share ideas and complete a citation individually.	23
6. Students will read "Plagiarism Can Affect Your Life." 7. Video clip of Men at Work and Kookaburra	Students will work in heterogeneous groups. Notes: <ul style="list-style-type: none"> • Collaborative learning activity. • Real-world application: interdisciplinary connections. Active, authentic student engagement.	Hand outs, instructions on board, projection, cards for summaries	Check cards	18
8. Post test	Students will demonstrate knowledge. Self assessment	Quiz handout	Students will demonstrate understanding on quiz.	5

How Learners Will Demonstrate Proficiency or Create Their Own Representation of Objective Mastery: Students will take post test. Students will create a works cited entry.

How Students Self-Assess, Self-Monitor: As students work in small groups, they will peer and self assess their findings. The students must be able to express their findings to others.

Stillbirth

On a platform, I heard someone call out your name:
No, Laetitia, no.
It wasn't my train—the doors were closing,
but I rushed in, searching for your face.

But no Laetitia. No.
No one in that car could have been you,
but I rushed in, searching for your face:
no longer an infant. A woman now, blond, thirty-two.

No one in that car could have been you.
Laetitia-Marie was the name I had chosen.
No longer an infant. A woman now, blond, thirty-two:
I sometimes go months without remembering you.

Laetitia-Marie was the name I had chosen:
I was told not to look. Not to get attached—
I sometimes go months without remembering you.
Some griefs bless us that way, not asking much space.

I was told not to look. Not to get attached.
It wasn't my train—the doors were closing.
Some griefs bless us that way, not asking much space.
On a platform, I heard someone calling your name.

Credit:

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Author:

Laure-Anne Bosselaar

Laure-Anne Bosselaar grew up in Belgium and moved to the United States

[Read more](#)

Date Published:

2007

Source URL: <http://www.poets.org/poetsorg/poem/stillbirth>

I Hear America Singing

by Walt Whitman

I hear America singing, the varied carols I hear,
Those of mechanics, each one singing his as it should be blithe and strong,
The carpenter singing his as he measures his plank or beam,
The mason singing his as he makes ready for work, or leaves off work,
The boatman singing what belongs to him in his boat, the deckhand singing on the steamboat deck,
The shoemaker singing as he sits on his bench, the hatter singing as he stands,
The wood-cutter's song, the ploughboy's on his way in the morning, or at noon intermission or at
sundown,
The delicious singing of the mother, or of the young wife at work, or of the girl sewing or washing,
Each singing what belongs to him or her and to none else,
The day what belongs to the day—at night the party of young fellows, robust, friendly,
Singing with open mouths their strong melodious songs.

Quetzalli Enrique

Mrs. Martin

English 8 H

6 April 2015

One of the Five Million

Once they told her she was one of the five million diagnosed ¹	A
She was my mom and I her daughter	B
But I became her mother and she like my daughter ²	C
The memories of her life would be lost in time.	D
She was my mom and I her daughter	B
Physically alive and but the memories that made her human, lost.	E
Moments of her life would be lost in time,	D
And as the clock ticked she would no longer know the sound of her name ³ .	F
Physically alive and present but the memories that made her human, lost.	E
Forgetfulness can be natural and even innocent.	G
And as the clock ticked she would no longer know the sound of her name ³ .	F
But the sound of the Beach Boys playing on vinyl would be therapy to her soul ⁴ .	H
Forgetfulness can be natural and even innocent.	G
The medical bills increased with the progression of her disease ⁵ .	I
But the sound of the Beach Boys playing on vinyl would be therapy to her soul.	H
The contents of her soul— more than what can be written on paper.	J
The medical bills increased with the progression of her disease ⁵ .	I
I became her mother and she like my daughter.	C
The contents of her soul— more than what can be written on paper.	J
Once they told her she was one of five million diagnosed ¹ .	A

Notes

1. Lu, Linda C., and Juergen Bludau. *Alzheimer's Disease*. Santa Barbara, Calif: Greenwood, 2011. *eBook Collection (EBSCOhost)*. Web. 8 Jan. 2015.
2. Ibid.
3. Ibid.
4. Shulman, Matthew. "When Music Becomes Medicine For The Brain." *U.S. News & World Report* 145.5 (2008): 89. *Advanced Placement Source*. Web. 8 Jan. 2015.
5. Hay, Joel W., and Richard L. Ernst. "The Economic Costs Of Alzheimer's Disease." *American Journal Of Public Health* 77.9 (1987): 1169. *Advanced Placement Source*. Web. 8 Jan. 2015.

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- Frittelli, C., Borghetti, D., Iudice, G., Bonanni, E., Maestri, M., Tognoni, G., Pasquali, L. and Iudice, A. "Effects of Alzheimer's disease and mild cognitive impairment on driving ability: a controlled clinical study by simulated driving test." 2009. Web. 24 Feb. 2015.
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- Johns, Harry. "Testimony of Harry Johns." Alzheimer's Association. 13 Mar. 2013. Web. 3 Feb. 2015.
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Kristen Rodriguez
Ms. Martin
English 8H
6 April 2015

Research Poem: Creature of the Shadows

Little boy, little boy, hiding in the corner,
Tears stream across red-tint skin,
Falling to the beat of strikes and retorts¹,
From out of the shadows, a creature offers comfort,
Please save the child.

Little boy, little boy, now out of the corner,
With confidence and bravery,
He lives on his own,
Soaking in the light of the bright gold sun,
Creature, savior of the child.

Little boy, little boy, object of attention,
Gossip flies of "his brain being impaired"²
"No, it's the parents, with the same temperament"³
"It's family dysfunction, never consistent"⁴
"Someone help the child".

Little boy, little boy, warped by the gossip,
Missing his conscience, socially destructive⁵,
He holds himself higher, while others are pawns⁶,
Retreating to the creature in the shadows,
A hand is offered to the child.

Little boy, little boy, come back to the light,
Guided by the creature further in the shadows,
The light almost impossible to see, the creature so captivating,
Drawn closer and closer, enveloped by shadowy jaws,
Too late to save the child.

Notes

1. Woods, Michael. "Sala Institute for Child and Family Centered Care." NYU Langone Medical Center. EBSCO Publishing, Dec. 2014. Web. 03 Feb. 2015.
2. Ibid.
3. "Antisocial Personality Disorder." Prevention. Mayo Foundation for Medical Education and Research, 12 Apr. 2013. Web. 02 Feb. 2015.
4. Woods, "Sala Institute for Child and Family Centered Care"
5. "Antisocial Personality Disorder"
6. Ibid.

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Woods, Michael. "Sala Institute for Child and Family Centered Care." NYU Langone Medical Center. EBSCO Publishing, Dec. 2014. Web. 03 Feb. 2015.



**NAVAJO NATION OFFICE OF THE
PRESIDENT AND VICE PRESIDENT
RUSSELL BEGAYE | JONATHAN NEZ**

FOR IMMEDIATE RELEASE

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August 24, 2015

Navajo Nation President Begaye keeps restrictions in place for San Juan River

WINDOW ROCK – Navajo Nation President Russell Begaye has not lifted restrictions on opening the San Juan River for irrigation purposes.

“I am furious that the USEPA has placed the Navajo Nation into this position. Our farms will not last much longer without water and our resources are depleting,” said President Begaye. “These past few days I have visited with the farmers along the San Juan River because they are part of this decision.”

On Thursday, Aug. 20, Office of the President and Vice-President (OPVP) held a public meeting for the impacted chapters to give farmers and chapter officials a forum to express their concerns. During the meeting, five of seven San Juan River area chapter officials spoke against opening the river for irrigation.

The farmers were overwhelmingly concerned about contaminating their fields and crops.

“It was heartbreaking to hear farmer after farmer tell us they have said goodbye to their crops and made peace,” said Vice-President Jonathan Nez.

President Begaye asked community members to put a resolution before their respective chapters to vote on whether or not they want to open the river for irrigation.

On Friday, Aug. 21, through resolution, Shiprock Chapter voted 104 in favor, 0 opposed and 9 abstaining to keep the canals closed for a period of one year. Shiprock area farmers utilize the Hogback pump, which affects Tse Dah K’aan, Shiprock and Gadii’ahi chapters.

Animas, San Juan rivers reopen from toxic mine spill

Joshua Kellogg, The (Farmington, N.M.) Daily Times

FARMINGTON, N.M. — San Juan County officials have lifted the ban on use of the Animas and San Juan rivers while residents of the Navajo Nation are advised to refrain from using river water for irrigation and livestock.

The Animas and San Juan rivers in San Juan County were reopened Saturday night for irrigation, recreation and pumping into both rural and municipal water treatment facilities, according to San Juan County Executive Officer Kim Carpenter.

"We're happy to get the farmers water for their crops and livestock," Carpenter said. "It's been a long, long 10 days."

Carpenter signed the declaration Saturday, stating Gov. Susana Martinez's long-term impact review team and the U.S. Environmental Protection Agency, along with state and local officials, approved the plan.

"We've obviously had people that wanted us to see this thing open earlier, but we had to be really cautious with what we were doing," Carpenter said. "We wanted to make absolutely sure that all the agencies were on board with this and it was the right thing to do."

Officials said there will be some discoloration in the sediment along the river banks of both rivers due to the spill of 3 million gallons of toxic wastewater from the Gold King Mine in Colorado on Aug. 5.

Carpenter said residents are advised to avoid drinking untreated river water, avoid contact with visible sediment and river water discoloration, and thoroughly wash hands and clothes after contact with the sediment and river water.

Officials for Aztec and Farmington said they will wait a few days before pumping water from the river into their water treatment plants.

The cities shut off water-intake systems after the toxic wastewater flooded into the Animas River from the abandoned mine north of Silverton, Colo. The plume of contamination was believed to have reached Lake Powell last week.

Aztec City Manager Josh Ray said the city has removed its water restrictions enacted on Aug. 10, so residents can resume normal water usage.

The mandatory emergency plan included restriction on lawn and garden water use, water fountains, washing vehicles and swimming pools.

Ray said the city might start pumping from the river to supply its water treatment plant as early as Tuesday.

"We're looking at normal operations, our water supply is in great shape," Ray said.



Scott Roberts, an aquatic biologist with Mountain Studies Institute, collects insects out of the Animas River, in Durango, Colo., on Aug. 9, 2015, to check on their health after a spill sent tainted water through the area. (Photo: Jerry McBride, AP)

Water from the municipal systems operated by Aztec and Farmington remains safe for drinking. Their reserve water supplies were not contaminated by the mine spill.

Results of Farmington's independent river water testing confirm results released by the EPA and the New Mexico Environment Department, according to City Manager Rob Mayes.

"We would have no reservation about pumping from the river but the fact is, we're in a situation where we have enough water in reserve," Mayes said.

Durango, Colo., began pumping water from the Animas to its water treatment facility on Friday.

Navajo Nation residents are advised to not use San Juan River water for crop irrigation or livestock watering, according to a statement posted to Navajo Nation President Russell Begaye's Facebook page.

"I will lift the advisory only upon completion of the analysis by (Navajo Nation Environmental Protection Agency) and am ensured that the water is safe," said Begaye in a statement.

The Navajo Nation Environmental Protection Agency is waiting for results to see if the heavy metals have completely dropped out of the river water in the Silverton and Durango area.

"We don't want to contaminate the entire Navajo irrigation system," Vice President Jonathan Nez said in a statement. "We will wait for the City of Farmington to flush out their system before we open our irrigation systems so that we don't get any of those contaminants."

In an EPA update Sunday, the agency said it is working with the Navajo Nation to distribute water for agriculture and livestock use, providing more than 16,000 gallons of non-potable water each day to 13 locations. Hay and alfalfa bales are being provided by the EPA to Navajo Nation chapter houses for livestock needs.



After initial concerns that acidic mine waste that spilled into the Animas River could cause widespread fish and wildlife deaths, only a few fish deaths have been reported.

Officials say that could be because the fish population near Silverton, where the mine waste entered the Animas River, had already been destroyed, and dilution of the water through tributaries running into the river diluted the concentration of heavy metals to safe levels.

There have been some instances of dead fish being found, but those reports appear to be isolated so far, officials say, while none of the wildlife that lives around the river has shown definite signs of metal poisoning.

Matt Anthony of the New Mexico Department of Game and Fish said most wild animals would likely avoid toxic water.

"If it tastes funny, they don't use it," Anthony said.

Before the toxic plume arrived in Durango, Colo., Colorado Parks and Wildlife placed 108 caged fingerling trout in the river to test the effect of the mine waste. Department officials said one of the fish died.

The fingerlings were removed from the river and sent to a fish health lab, where they are being tested. The division does not expect to have results for at least another week.

While the lack of a mass fish die-off has been good news, officials warn that the situation could have been much worse, as the metals typically found in a mine like the Gold King Mine, where the spill occurred, are often toxic to fish.

When it was operational, the Gold King Mine produced not only gold, but also lead, zinc, silver and copper, according to John Ridley, a geoscience professor at Colorado State University who has studied mines in the Silverton area and takes students there every summer.

The high levels of zinc, iron and aluminum that were part of the plume could hurt fish while not being dangerous to humans, according to Howard Ramsdell, a toxicologist at the Department of Environmental and Radiological Health Sciences at CSU who studies the impact of heavy metals on aquatic life. For example, the iron and aluminum could coat the gills of fish, causing them to suffocate, he said.

While the destruction of historic fish populations by slowly leaking abandoned mines is likely one factor that has caused people not to notice high fish die-offs, Ramsdell said the places fish live in the Animas River also probably helped.

He said the fish populations seem to be concentrated around tributaries that enter the Animas River. Those tributaries not only diluted the toxic water but also provided a place for the fish to escape. Ramsdell said he suspects the fish swam up the tributaries when the contaminants reached them.

Contributing: Hannah Grover, The Daily Times.

Navajo Nation not lifting San Juan River closure after EPA OK's water

Updated: 08/24/2015 05:35:37 PM MDT

DenverPost.com



Farmer Roy Etcitty looks out over the San Juan River on Aug. 15, 2015.

- Sep 17:
 - EPA plans to monitor water for at least a year after Colorado mine spill
- Sep 16:
 - Senate debates how to prevent another Gold King Mine disaster
 - Draining old mines foul Denver's watershed every day with contaminants
- Sep 15:
 - EPA sought bids for treatment plant at Colorado mine spill in August
- Sep 13:

- Mine site cleanup work suspended
- Sep 11:
 - Watchdog: Feds lack abandoned mine count after Colorado mine spill

The Navajo Nation said Monday morning it will not reopen the San Juan River for agricultural use even after the Environmental Protection Agency announced last week water quality rebounded from the major mine wastewater spill upstream.

The tribe says it is waiting on testing from its internal environmental agency before reopening the river.

"I'm glad the (EPA) water samples indicate the water is safe for irrigation use, but I remain concerned over the soil and sediment that lines our (river's) bank," said tribe President Russell Begaye in a statement. "Every time a heavy storm hits or the soil is disturbed it can recontaminate the water."

The tribe, in a news release, said the majority of chapters impacted by the closure voted last week against reopening the San Juan out of fears its waters might contaminate their crops.

The EPA said Wednesday the river's levels had returned to what they were before the agency spilled 3 million gallons of mine contaminants Aug. 5 upstream in Colorado.

Navajo officials have chastised the EPA since the spill and tribal leaders say the aftermath of the release left their people on the brink of economic disaster since use of the San Juan for agricultural purposes was banned.

Many Navajo farmers said their crops died in the disaster's wake.

The contamination left the Navajo, already mistrustful of the federal government, angry at the EPA and seeking damages. The tribe's leaders have vowed to file suit against the agency.

While the river remains closed, the Navajo Nation says it will continue to work with the Bureau of Indian Affairs to provide water to residents for irrigation, livestock and drinking purposes.

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