

Problemas globales, soluciones locales: Student Work Examples

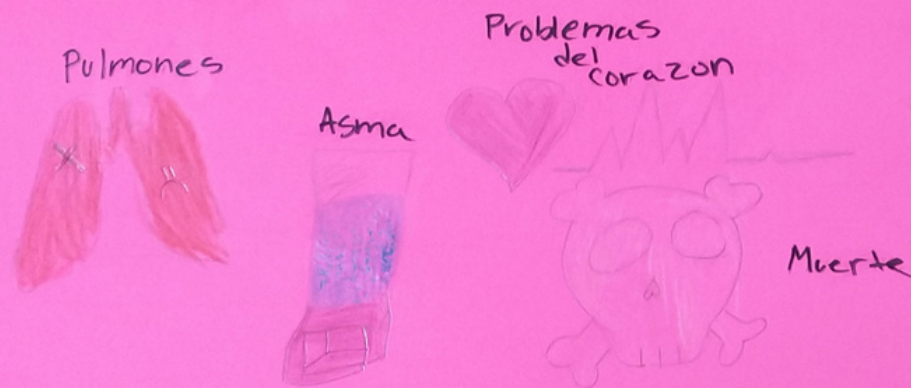


The following are examples of final projects submitted by seventh- and eighth-grade students. Most projects focused on disseminating information or on creating calls-to-action in their local neighborhoods about issues such as trash or plastics.



¿POR QUÉ HAY CONTAMINACIÓN EN CHICAGO Y COMO PODEMOS DETENERLA?

La contaminación del aire es mala para los residentes de Chicago. Es mala para su salud. Por ejemplo:



Cómo podríamos detener la contaminación

— Podríamos correr la voz y tirar las cosas a donde pertenecen.



— Podríamos caminar más en lugar de conducir para no usar gasolina.



— Podríamos usar menos plástico.



— Evite quemar hojas, basura y otros materiales.

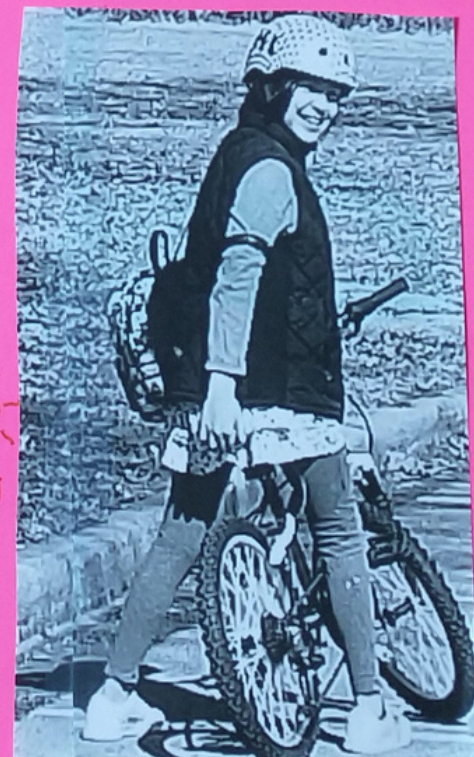


— Podríamos reciclar nuestros plásticos, vidrio y cartón.

— Use de ventiladores en lugar de aire acondicionado.



— Podríamos usar una bicicleta para transporte.



¡Aviso! Necesitamos tomar precauciones en los parques para tener un cuerpo sano y una ciudad limpia.

La contaminación es causada por factorias, incendios y uso de vehículos en carretera.

This student focused on issues related to pollution overall inspired by her reading about issues of lead pollution in Pilsen.

This heritage speaker walked through her neighborhood to clean up trash and documented what she saw.



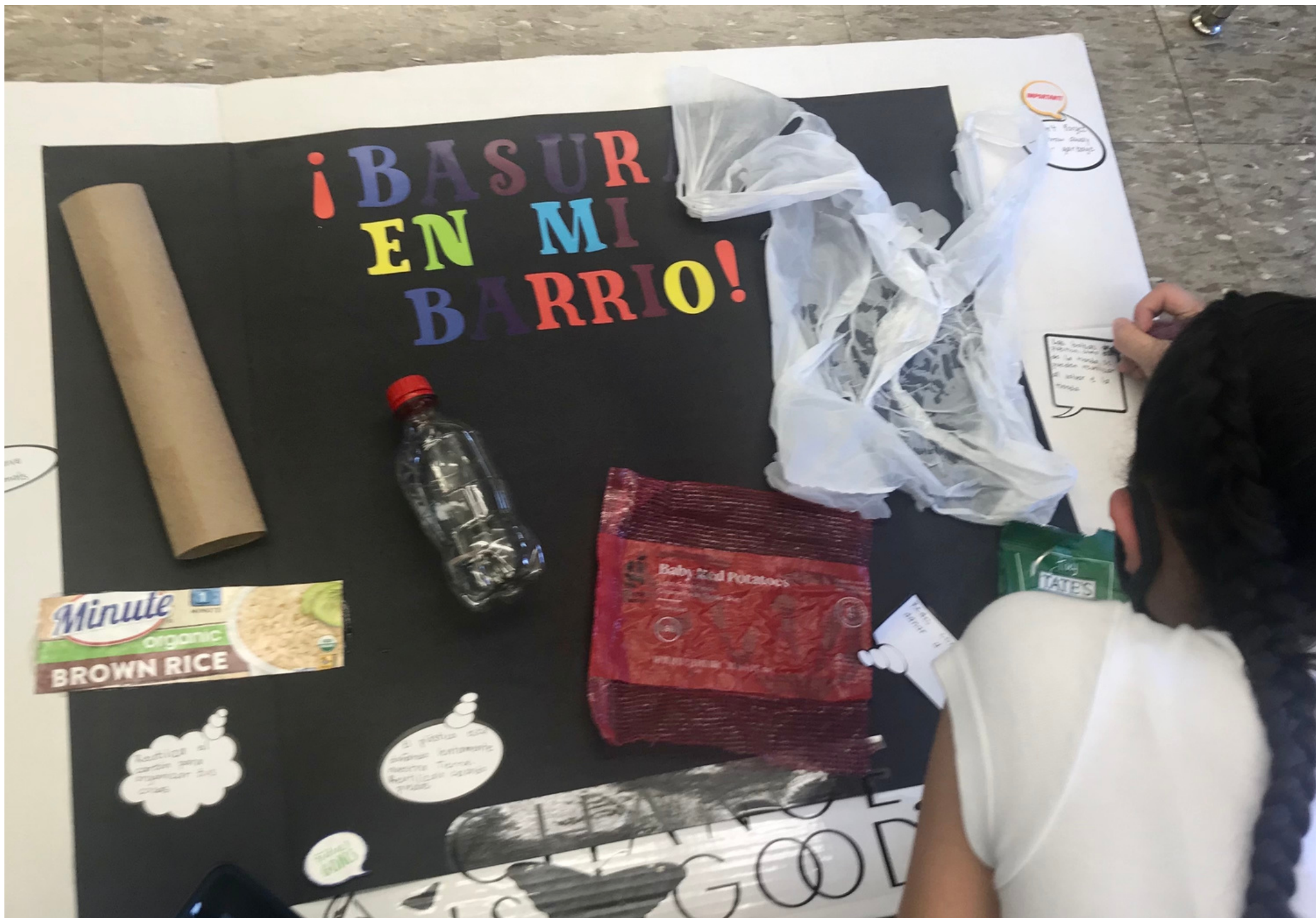
Yo ya caminé en mi vecindario. Un minuto de caminar yo encontré una lata de metal y dos hielitos que son de diferente marca y una botella de agua. Puedes ver qué hay: un chiquito pedazo de plástico cerca de uno de los hielitos que tiene líquido adentro.

Cuando terminé, me fui a casa y tomé una foto de cuánta basura recogí, pero no te preocupes, puse toda la basura dentro de la bolsa y tenía guantes. Dividí la basura para reciclar y la basura que era para la basura.

Pero toda esta basura no está bien para nuestra salud y para los animales. El viento mueve la basura a otros lugares y si un animal puede comer eso. La basura también se va para el océano. Aprendí que en el océano la basura está ahí por mucho tiempo y se hace chiquito. Entonces cuando tomas agua mejor estás tomando agua o mejor estás tomando basura no se sabe.



Cuando termino de recoger la basura, camino un poquito más y dos minutos después, encontré más basura: una botella que dice Sprite al frente y un vaso que tiene la etiqueta M que representa a McDonald's y una servilleta que parecía ya usada.



This student made a poster using examples of litter found near her house. She plans to hang up the poster outside a school in her neighborhood.

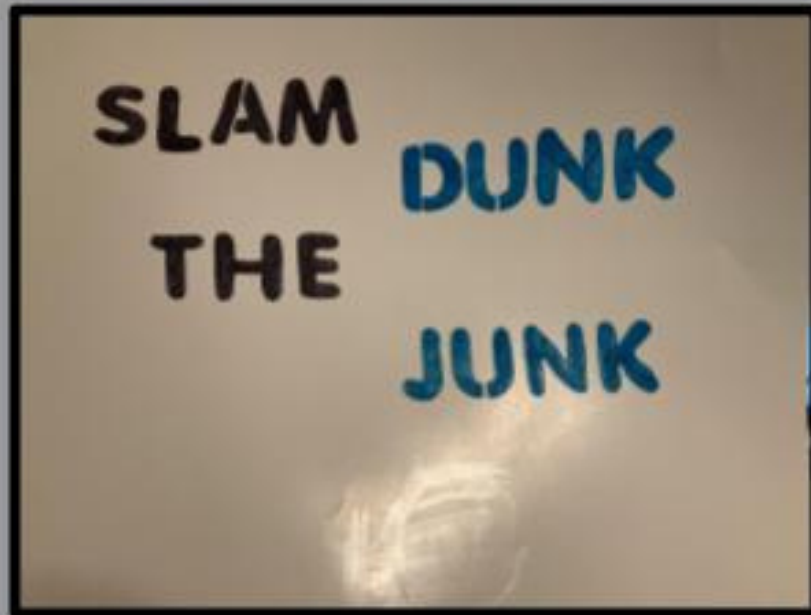


Todos los años mi comunidad y yo recogemos basura en el parque, también plantamos muchos árboles.

Damos más tierra a los viejos árboles.
Recorremos todo el parque.

This student documented an example of how her community works together to clean up their local park.

Pictures:



Mi solución al problema de la basura es poner carteles alrededor de mi vecindario y comunidad con citas inspirando a la gente y tratando de hacer y causar cambio para mi barrio.

This student documented her neighbors' efforts to curb litter in their neighborhood, such as the yellow posters. She then made her own posters to hang up and discussed why such a project was important in her neighborhood.



SPREAD THE WORD TO FRIENDS, FAMILY,
AND PET OWNERS

STAY SAFE NO DOG WASTE.

Contact the alderman via letter, email, or call

Visit: <https://king4thward.com/meet-sophia>



PASEN LA VOZ A AMIGOS, FAMILIA, Y
DUEÑOS DE MASCOTAS.

QUÉDENSE SEGUROS NO BASURA DE PERROS

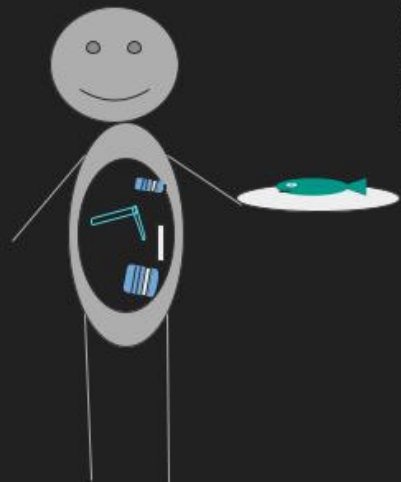
Contacten a la concejal con una carta, un
correo electrónico o una llamada.

Visiten: <https://king4thward.com/meet-sophia>

This student created bilingual posters about an issue in her neighborhood, with information to contact her alderperson. She also wrote a letter in English to her alderperson to ask for dog waste bins in her community.

The average person consumes about 5 grams of microplastic each week

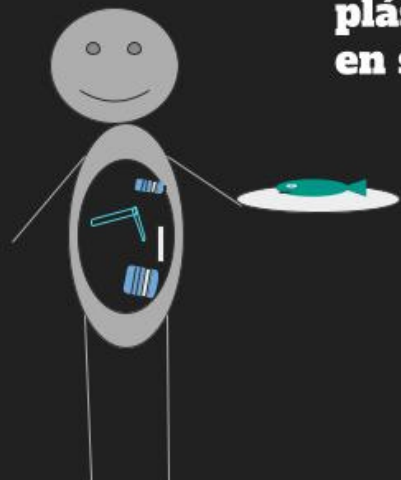
5 grams of microplastic is about the equivalent of a credit card. That is 20 grams each month, 240 grams a year. This plastic can come from seafood and is present in water systems.



The Daily Northwestern

La persona promedio consume 5 gramos de microplástico cada semana.

5 gramos de microplástico es aproximadamente el equivalente a tarjeta de crédito. Es 20 gramos al mes, 240 (doscientos cuarenta) gramos al año. El plástico puede provenir de mariscos y está presente en sistemas de agua.



The Daily Northwestern

This student created bilingual posters using facts from an article on microplastics in Lake Michigan.

93% of fish in the Chicago area have some form of plastic present inside them.

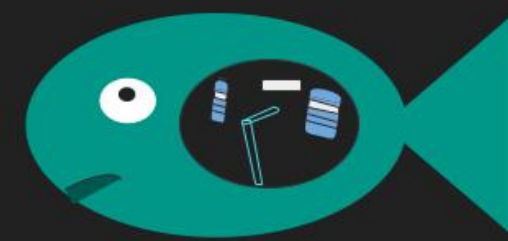
When plastic enters the ocean it breaks down into smaller pieces called microplastics. They can pass through water filtration and be mistaken as food by fish and other wildlife. This can harm the food chain.



The Daily Northwestern

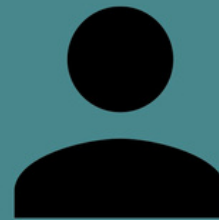
93% de los peces en el área de Chicago tienen alguna forma de plástico presente en su interior.

Cuando el plástico entra el lago, descompone en más pequeños llamados microplásticos. Pueden pasar los filtros de agua y confundirse con comida de peces y otros animales. Esta poder dañar la cadena comida.



The Daily Northwestern

Salvemos el
PLANETA



Plástico en los seres humanos

Comemos 40 libras de plástico en toda la vida.



Plástico en la tierra

Usamos más de 380 millones de toneladas de plástico cada año.



Plástico en el agua

Hay 10.4 partículas de plástico en cada botella de agua.

plasticoceans.org
businessinsider.com

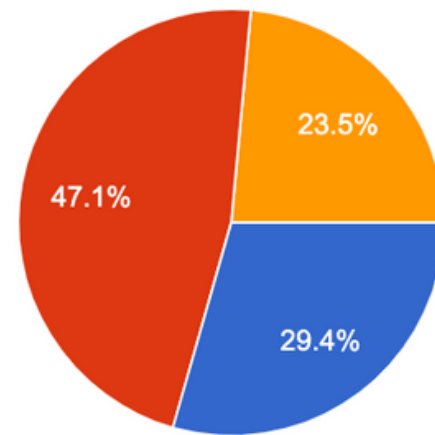


This student was inspired by the plastics articles and chose to create a poster to hang in her neighborhood near the the Chicago River.

A post-unit survey was given to students:

1. Before this unit, I could define the term activism.

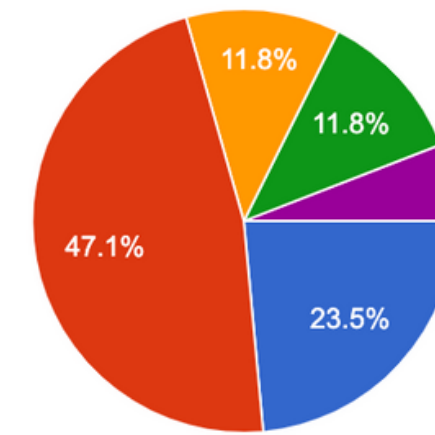
17 responses



- Yes, easily.
- Yes, but with some trouble.
- I had a vague idea of what it means.
- I was not sure of its meaning.
- No, not at all.

3. Before this unit, I could define the terms environmental justice and/or environmental racism.

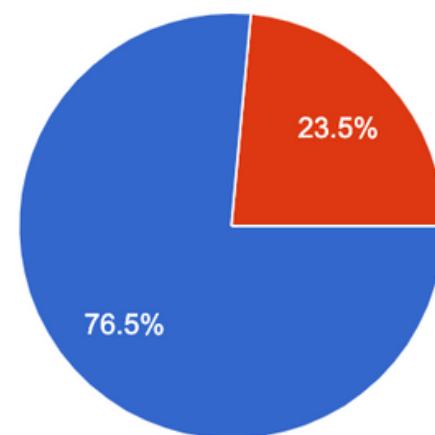
17 responses



- Yes, easily.
- Yes, but with some trouble.
- I had a vague idea of what it means.
- I was not sure of its meaning.
- No, not at all.

2. After this unit, I can now define the term activism.

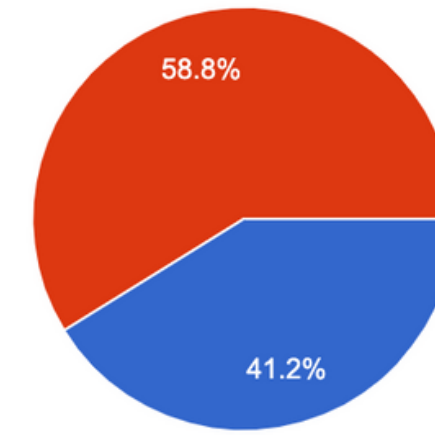
17 responses



- Yes, easily.
- Yes, but with some trouble.
- I have a vague idea of what it means.
- I am not sure of what it means.
- No, not at all.

4. After this unit, I can now define terms environmental justice and/or environmental racism.

17 responses

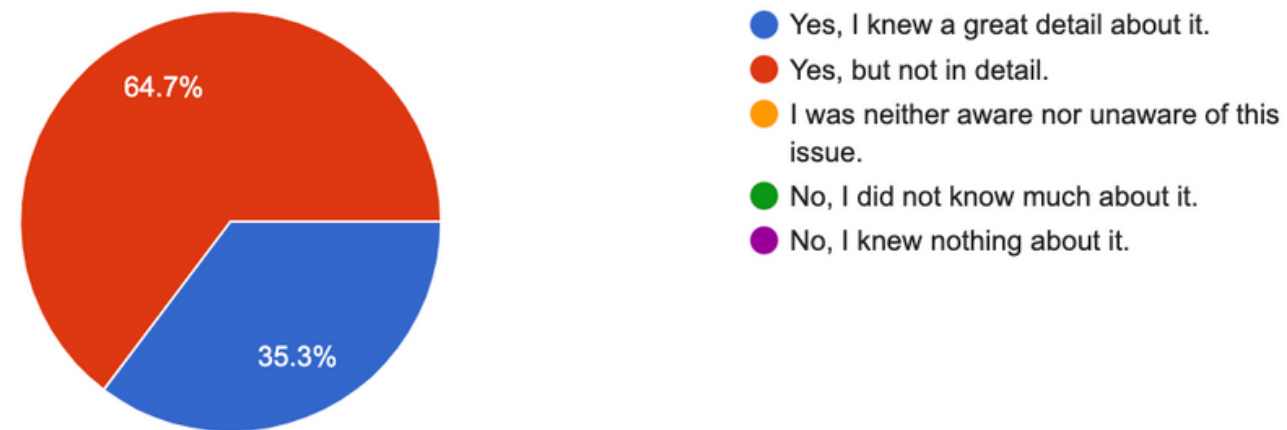


- Yes, easily.
- Yes, but with some trouble.
- I have a vague idea of what it means.
- I am not sure of what it means.
- No, not at all.

A post-unit survey was given to students:

5. Before this unit, I understood plastics as a global problem.

17 responses



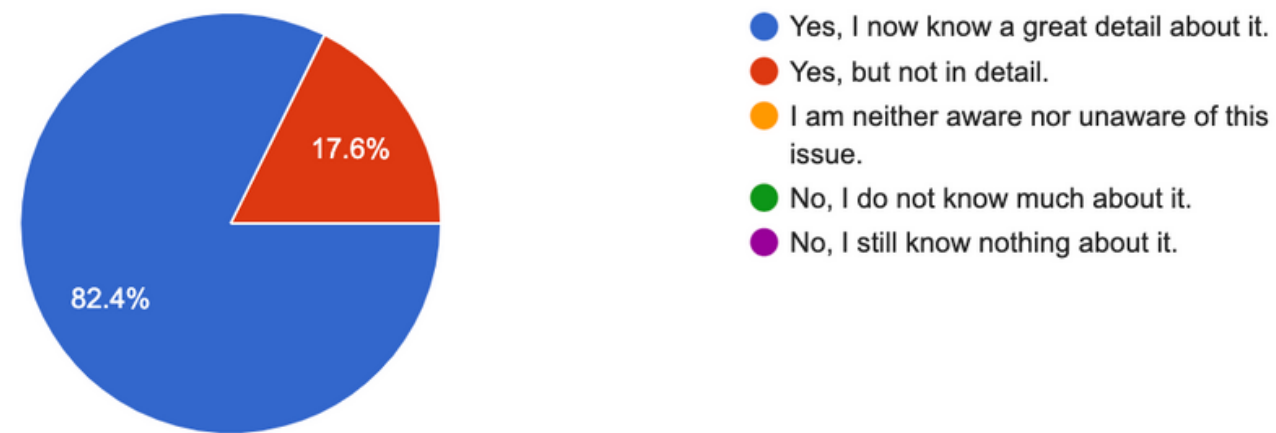
7. Before this unit, I was aware of local environmental issues.

17 responses



6. After this unit, I now understand plastics as a global problem.

17 responses



8. After this unit, I am now aware of local environmental issues.

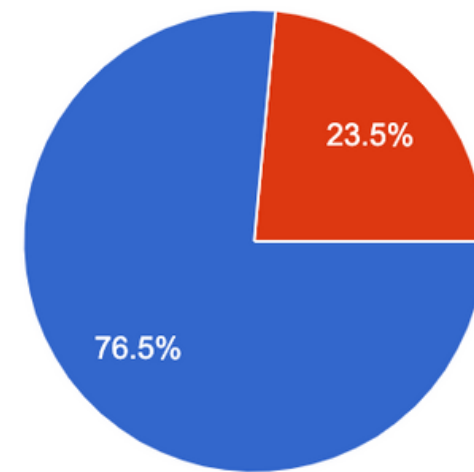
17 responses



A post-unit survey was given to students:

9. This unit encouraged me to think about an issue facing my community or Chicago overall.

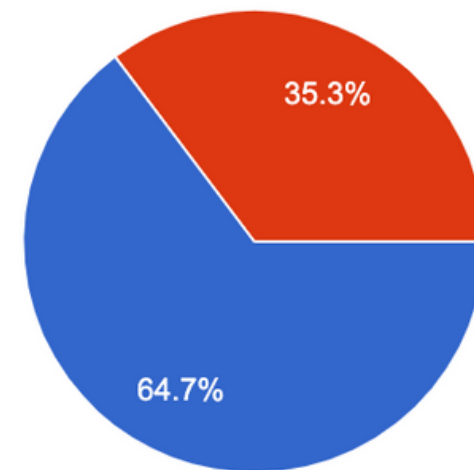
17 responses



- Yes, it encouraged me a great deal.
- It somewhat encouraged me.
- It neither encouraged nor discouraged me.
- I did not feel particularly encouraged to think about a local issue.
- No, this unit did not encourage me at all.

10. This unit encouraged me to think about myself as a activist and/or the ways in which I may help make change in my community.

17 responses



- Yes, it encouraged me a great deal.
- It somewhat encouraged me.
- It neither encouraged nor discouraged me.
- I did not feel particularly encouraged to think myself as an activist.
- No, this unit did not encourage me at all.

A post-unit survey was given to students:

11. Please write briefly about how this unit supported your learning.

17 responses

This unit lead me to think more about how environmental issues could effect my own community which is a bit different than learning about an environmental issue in a different place.

This unit supported my learning by bringing recognition to the environment problems in most areas

It supported my learning in how there are so many problems from big to small that you can act on and help fix.

This unit supported my learning on environmental issues because the unit provided me with multiple examples of environmental issues certain areas of the city of chicago were suffering from and how certain activities took action by protesting, one example was two high schoolers demanding for a construction business to be shut down because of too much pollution being created.

This unit supported my learning because now i know what i can do more to help the environment.

A post-unit survey was given to students:

11. Please write briefly about how this unit supported your learning.

I am not only learning How to type in Spanish better, but I am also learning many things about the environment and being an activist.

I Learned more about my neighborhood and myself . And also my environment.

I learned more about the environmental problems in the world and in Chicago. I didn't know a lot about the environmental problems in my community and city.

This unit got me to think more about local and global issues that affect my life. Watching the videos and reading the articles about all the different activists really opened my eyes to how some countries don't have resources like I have in the US. This unit also really encouraged me to do more for my community.

I learned how we can protect nature.

It gave examples of people who made a change in their community and encouraged me to do so too.