

## Unit Overview

Unit Length	Five lessons; the fifth lesson may take more than one class period
Grade Level(s)/Subject(s)	High School / Young Adult
Unit Overview	<p><i>"Hallowed landscapes lost their sacredness and were exploited as the local people became insensitive to the destruction, accepting it as a sign of progress."</i></p> <p>— Wangari Maathai, <i>Environmental Activist</i></p> <p>This unit was developed for young men in a carceral setting and as an introduction to place based learning and environmentalism. Youth in our setting are predominantly BIPOC, a group overrepresented in corrections. This unit explores how environmental degradation disproportionately affects marginalized communities, their communities. In an effort to give them skills to return to their communities and make positive impacts, the unit provides knowledge and skills necessary for all students who strive to be leaders and change agents in environmental activism.</p> <p><i>"If you don't raise your voice, then your environmentalism means nothing; it's mere tokenism or opportunism."</i></p> <p>— Wangari Maathai, <i>Unbowed</i></p> <p>This unit will begin with an exploration of place and connection to water sources. Students will return to the concepts of sacred resources and reflect on their cultural view.</p> <p>Students will develop an understanding of environmental racism and its place in the degradation of water resources and their activism.</p> <ul style="list-style-type: none"> <li>→ Students will explore their home communities and connection to water resources.</li> <li>→ Students will examine the concept of environmental racism.</li> <li>→ Students will explore three stories of place and activism for water resources, pollution, and systems to mitigate climate change.</li> <li>→ Students will have the opportunity to explore and write about their connection to a home community, their personal environmental activism, and seek to identify environmental racism in their own community.</li> </ul> <p>Students will begin their journey, as all journeys begin, in place. Students will have an understanding of water resources and sources in their communities.</p> <p>Students will then continue the journey with a guided viewing of the film <a href="#">Elemental</a>, during which they will find answers to the following questions:</p> <ul style="list-style-type: none"> <li>→ What human activities negatively impact the environment/climate change?</li> <li>→ What communities/landscapes are affected? Globally, nationally, locally?</li> <li>→ Who are the activists addressing environmental crises?</li> </ul>

	<p>Students will continue their journey to national and local issues of water resources. Through journaling, large and small group discussion, and exploration of multimedia resources, students will incorporate what they've learned previously to approach local issues of water degradation and the communities affected.</p> <p>Students will complete this portion of their journey by developing a final project to address these issues. In this participation, students will have an opportunity to be activists and share their voice with the larger community of environmental activists.</p>
<p>Objectives &amp; Outcomes</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>→ Understand environmental racism, water resources, and pollution.</li> <li>→ Identify the source of their community drinking water and the importance of watershed management and oversight.</li> <li>→ Examine global, national, and local environmental water crises and the communities affected.</li> <li>→ Think critically about environmental activism to address the crises and how they can participate.</li> <li>→ Think critically about reliable media resources and underreported stories of environmental degradation and activism, in particular for BIPOC communities.</li> <li>→ Evaluate examples of effective media as message in their development of a performance task supporting their environmental activism.</li> </ul>
<p>Standards</p>	<p><b><u><a href="#">Oregon Environmental Literacy Plan:</a></u></b></p> <p><b><u><a href="#">1. Systems thinking:</a></u></b> Students study systems and issues holistically, striving to understand the relationships and interactions between each system's parts. They use the knowledge gained to assess the effects of human choices on economic, ecological and social systems, and to optimize outcomes for all three systems.</p> <p><b><u><a href="#">2. Physical, living, and human systems:</a></u></b> Students understand the characteristics of Earth's physical, living and human systems.</p> <p><b><u><a href="#">3. Interconnectedness of people and the environment:</a></u></b> Students understand the interdependence of humans and the environment, and appreciate the interconnectedness of environmental quality and human well-being.</p> <p><b><u><a href="#">4. Personal and civic responsibility:</a></u></b> Students understand the rights, roles, responsibilities and actions associated with leading or participating in the creation of healthy environments and sustainable communities.</p> <p><b><u><a href="#">5. Investigate, plan, and create a sustainable future:</a></u></b> Students apply civic action skills that are essential to healthy, sustainable environments and communities.</p> <p><b>Oregon Department of Education High School Visual Arts Standards:</b></p>

	<p><b>Anchor Standard 10:</b> Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>Enduring Understanding:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b>Essential Question:</b> How does engaging in creating art enrich peoples' lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>
<p>Unit Resources</p>	<p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>→ <a href="#">Map of the Columbia River drainage basin</a> from Wikipedia</li> <li>→ Resources to explore local water sources:             <ul style="list-style-type: none"> <li>◆ <a href="#">About Portland's Water System</a> from the Portland city government</li> <li>◆ <a href="#">Watershed Management</a> from Clackamas River Water regional water service provider</li> <li>◆ <a href="#">Your Healthy Stream</a> from Multnomah County</li> </ul> </li> <li>→ <a href="#">"Toxic Legacy: The Fight to End Environmental Racism in Canada"</a> by Megan O'Toole and Jillian Kestler-D'Amours for <i>Al Jazeera</i> and the Pulitzer Center</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>→ <a href="#">Elemental</a>, a film by Emmanuel Vaughan-Lee (57 min)</li> </ul> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>→ <a href="#">"Evanston's Lead Pipes Are Everywhere, and Could Become a Significant Health Risk"</a> by Adina Keeling for <i>Evanston RoundTable</i> and the Pulitzer Center</li> <li>→ <a href="#">"America's Clean Water Crisis Goes Far Beyond Flint. There's No Relief in Sight"</a> by Matt Black for <i>TIME</i> and the Pulitzer Center</li> <li>→ <a href="#">"The Fall of Flint"</a> by Matt Black for the Global Oneness Project</li> </ul> <p><b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>→ <a href="#">"Oregon water report shows stress on communities of color"</a> by Victoria Sanchez for the University of Oregon</li> <li>→ <a href="#">"The Confederated Tribes of the Umatilla Indian Reservation Work to Reverse Centuries of Natural Resource Impacts"</a> by Leanne Tippett Mosby for the Pulitzer Center</li> </ul> <p><b>Additional Resources:</b> Students may use these materials for self-study based on personal interest to continue to inform their chosen final project.</p>
<p>Performance Task(s)</p>	<p>At the end of the unit students will have created, through art, essay, poetry, and/or letter writing campaigns, a personal message of environmental activism with an overarching representation of water as sacred and as an issue of environmental justice/environmental racism. Students may create their project on a local, national, or global environment issue.</p>

Assessment/Evaluation	<p><b>Formative Assessments:</b> Students will use individual or group worksheets to capture notes and reflections on the resources explored in this unit.</p> <p><b>Summative Assessments:</b> Rubrics will vary based on the medium students choose for their final projects (visual art, poetry, essay, or letter).</p> <ul style="list-style-type: none"><li>→ <a href="#">Essay rubric [.pdf]</a></li><li>→ <a href="#">Poetry rubric for a written poem [.pdf]</a></li><li>→ <a href="#">Poetry rubric for a performed poem [.pdf]</a></li><li>→ <a href="#">Guidelines: How to Write a Letter to Congress</a></li><li>→ <a href="#">Oregon Department of Education Visual Arts Standards</a> - teacher may select resonant standards to share with students</li></ul>
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Day 1

Lesson Objective(s) or Essential Question(s)
<p>Students will be able to answer...</p> <ol style="list-style-type: none"><li>1. What is a watershed?</li><li>2. What watershed do you live in?</li><li>3. Where does your home community get their water?</li><li>4. What is environmental racism?</li></ol>
Focus text(s) / resource(s) for today's lesson
<ul style="list-style-type: none"><li>→ <a href="#">Map of the Columbia River drainage basin</a> from Wikipedia</li><li>→ Resources to explore local water sources:<ul style="list-style-type: none"><li>◆ <a href="#">About Portland's Water System</a> from the Portland city government</li><li>◆ <a href="#">Watershed Management</a> from Clackamas River Water regional water service provider</li><li>◆ <a href="#">Your Healthy Stream</a> from Multnomah County</li></ul></li><li>→ "<a href="#">Toxic Legacy: The Fight to End Environmental Racism in Canada</a>" by Megan O'Toole and Jillian Kestler-D'Amours for <i>Al Jazeera</i> and the Pulitzer Center</li></ul>
Lesson Activities
<ol style="list-style-type: none"><li>1. Introduce students to a <a href="#">map of the Columbia River drainage basin</a>. Have students mark with a pin or pen where their home community is. Ask students to identify as many rivers in the watershed and ask them to think about what a watershed is.</li><li>2. Ask students if they know where their home communities get their water? Put students in groups based on location and have them look at the following resources and identify where their drinking water comes from.<ul style="list-style-type: none"><li>→ <a href="#">About Portland's Water System</a> from the Portland city government</li><li>→ <a href="#">Watershed Management</a> from Clackamas River Water regional water service provider</li><li>→ <a href="#">Your Healthy Stream</a> from Multnomah County</li></ul></li><li>3. Have student groups define and identify:<ul style="list-style-type: none"><li>→ River source of their water</li><li>→ Groundwater</li><li>→ Other source of their water</li></ul></li><li>4. Discuss: Who do students think is responsible for keeping water safe and clean?</li><li>5. Introduce "<a href="#">Toxic Legacy: The Fight to End Environmental Racism in Canada.</a>" Have students read together through the description of environmental racism as it references the story in Canada.</li><li>6. Ask students if they have can think of any incidents where pollution affects BIPOC communities. Ask</li></ol>

students to brainstorm how pollution could affect water systems.

7. Depending on answers and engagement, use the videos [available here](#) to further explore the story and the concept of environmental racism.

#### Lesson Materials

In our setting (corrections) students will need access to print outs of articles, notebooks, and folders to keep notes and journal entries and art sketches. Facilitator will have access to online resources and video/story display.

Day 2

Lesson Objective(s) or Essential Question(s)
<p>Students will be able to answer...</p> <ol style="list-style-type: none"><li>1. How are water sources held sacred?</li><li>2. How are water sources mismanaged, polluted?</li><li>3. How does that affect communities?</li><li>4. What is the intersection of climate change, pollution, culture, and community?</li></ol>
Focus text(s) / resource(s) for today's lesson
<p><b>Video:</b> <a href="#">Elemental</a>, a film by Emmanuel Vaughan-Lee (57 min)</p> <p><b>Worksheets:</b></p> <ul style="list-style-type: none"><li>→ <a href="#">Guiding Questions for Watching Elemental Worksheet [.pdf]</a></li><li>→ <a href="#">Guiding Questions for Watching Elemental Worksheet [.docx]</a></li><li>→ <a href="#">Journal Prompts for Reflecting on Elemental Worksheet [.pdf]</a></li><li>→ <a href="#">Journal Prompts for Reflecting on Elemental Worksheet [.docx]</a></li><li>→ <a href="#">Final Project Planner [.pdf]</a></li><li>→ <a href="#">Final Project Planner [.docx]</a></li></ul> <p><b>Examples of Student Work:</b></p> <ul style="list-style-type: none"><li>→ <a href="#">Completed Guiding Questions Worksheet [.pdf]</a></li><li>→ <a href="#">Example Final Project Planner [.pdf]</a></li></ul> <p><b>Facilitation Support Resource:</b></p> <ul style="list-style-type: none"><li>→ <a href="#">Organizing Your Write-Around: Activity Instructions [.pdf]</a></li></ul>
Lesson Activities
<p>Students will do a guided viewing of <i>Elemental</i>, a film that “tells the story of three individuals united by their deep connection with nature and driven to confront some of the most pressing ecological challenges of our time” (from the <a href="#">film description</a>). While watching, students should complete <a href="#">this worksheet</a> individually or in small groups. The worksheet contains guiding questions and key ideas to note.</p> <p>After viewing, students will have a whole class discussion based on the guiding questions for the film.</p> <p>Students will then journal reflections using a <a href="#">worksheet with prompts</a> related to the film. Students will participate in a write-around based on the prompts and for peer feedback. (See a description of write-around activities <a href="#">here</a>.)</p> <p>Students will use the ideas/reflections generated through lesson 1 and lesson 2, including their written notes/worksheets, to begin planning their culminating project for the unit using a <a href="#">final project planner</a>. Students can brainstorm with the whole class and in small groups/pairs. This day serves as an introduction;</p>

students do not need to make decisions about their final project yet. (To better understand the project, students may find it helpful to see an [example final project planner](#), completed by a student in Kathleen Fullerton's workshop in spring 2022.)

Day 3

Lesson Objective(s) or Essential Question(s)
<p>Students will be able to examine two news stories and think critically about...</p> <ol style="list-style-type: none"> <li>1. Safe versus clean water</li> <li>2. The impacts of environmental racism</li> <li>3. Equity issues in access to safe water</li> <li>4. Who is responsible for addressing environmental and water issues</li> <li>5. The intersections of government, activism, politics, nature, and publicity</li> </ol> <p>Students will also be able to...</p> <ol style="list-style-type: none"> <li>1. Begin creating a final project on the topic of environment and water</li> <li>2. Relate issues of safe water in the communities featured in these news stories to communities featured in resources explored in previous lessons</li> </ol>
Focus text(s) / resource(s) for today's lesson
<ul style="list-style-type: none"> <li>→ <a href="#">"Evanston's Lead Pipes Are Everywhere, and Could Become a Significant Health Risk"</a> by Adina Keeling for <i>Evanston RoundTable</i> and the Pulitzer Center</li> <li>→ <a href="#">"America's Clean Water Crisis Goes Far Beyond Flint. There's No Relief in Sight"</a> by Matt Black for <i>TIME</i> and the Pulitzer Center</li> <li>→ <a href="#">"The Fall of Flint"</a> by Matt Black for the Global Oneness Project</li> </ul>
Lesson Activities
<ol style="list-style-type: none"> <li>1. Students read <a href="#">"Evanston's Lead Pipes Are Everywhere, and Could Become a Significant Health Risk"</a> in small groups and work together to identify:             <ul style="list-style-type: none"> <li>→ Where does responsibility lie?</li> <li>→ What is the role of government?</li> <li>→ Who is affected?</li> <li>→ What is the role of publicity?</li> <li>→ What solutions are being tried? What others can you think of?</li> </ul> </li> <li>2. Set up separate white boards or flip charts for each topic (<i>responsibility, government, who is affected, publicity, and solutions</i>), and give student groups different color sticky notes. Students should place short summaries of their responses on sticky notes and share them on the class boards/charts.</li> <li>3. Small groups present their reflections in the whole class discussion and work to make connections between this story and the stories/film they have explored in previous lessons on each topic.</li> <li>4. Students read/view <a href="#">"America's Clean Water Crisis Goes Far Beyond Flint. There's No Relief in Sight"</a> and</li> </ol>



["The Fall of Flint"](#) (two photo essays by photojournalist Matt Black). While exploring, students note in writing:

- What is your emotional response to these photos?
- What is the message of these photos?
- How do they communicate that message? (What evidence supports your interpretation of their message?)
- What is unique about photography as a medium for communicating a message?
- How is this an underreported story?

5. Students discuss the themes sticking with them from the unit so far and the message they want to communicate in small groups.

6. Students use their [final project planner](#) to consider the medium they want to use for their final project and a topic they would like to focus on (rivers, water, safe water, and community). Students may continue to consider and change their minds over the coming lessons.

Day 4

Lesson Objective(s) or Essential Question(s)

Students will be able to...

1. Examine the local conditions of safe and clean water available to communities
2. Evaluate the state of safe water for communities of color in Oregon
3. Discuss the impacts of environmental racism impact
4. Discuss and evaluate options to address water issues in Oregon drawing on previous lessons and the notes from the film *Elemental* and intersection of:
  - ◆ Community/Culture
  - ◆ Activists
  - ◆ Government
  - ◆ Economy
  - ◆ Pollution

Focus text(s) / resource(s) for today's lesson

**Texts:**

- ["Oregon water report shows stress on communities of color"](#) by Victoria Sanchez for the University of Oregon
- ["The Confederated Tribes of the Umatilla Indian Reservation Work to Reverse Centuries of Natural Resource Impacts"](#) by Leanne Tippet Mosby for the Pulitzer Center

**Worksheet:**

- [Worksheet for Article on the Umatilla Indian Reservation \[.pdf\]](#)
- [Worksheet for Article on the Umatilla Indian Reservation \[.docx\]](#)

**Facilitation Support Resource:**

- [Organizing Your Write-Around: Activity Instructions \[.pdf\]](#)

Lesson Activities

1. Students will read a [University of Oregon report](#) on water and its impact on BIPOC communities. While reading, students note:
  - the status of safe and clean water
  - communities affected
  - solutions offered
2. In whole class discussion, students make connections between this local water issue and national/global communities, drawing on the resources they have explored in this unit so far.
3. Students read ["The Confederated Tribes of the Umatilla Indian Reservation Work to Reverse Centuries of Natural Resource Impacts"](#) in small groups. While reading and after finishing, groups should discuss the questions in [this worksheet](#) and complete the worksheet in writing in order to process this story and make connections between this story and the stories featured in the film *Elemental*.

4. Students journal reflection of the information from the two resources based on prompts or any of their own ideas. If there is time, the class will participate in a write-around and/or sketch in progress to share ideas and feedback. (For guidelines on how to facilitate a write-around, [click here](#).)

5. In small groups/pairs, students will share the topic, message, and medium they plan to focus on for their final project.

6. By the end of this lesson, students should have completed questions 1 & 2 in their [final project planner](#). Students will begin working in their chosen medium in the next lesson.

Day 5 and Beyond

Lesson Objective(s) or Essential Question(s)
Students will be able to... <ul style="list-style-type: none"><li>→ Reflect on and synthesize their learning from the past four lessons</li><li>→ Decide on a final project for this unit and gather materials necessary</li></ul>
Focus text(s) / resource(s) for today's lesson
Students should have access to their notes and worksheets from previous lessons, journals and sketchbooks, and <b>all materials</b> from previous lessons.  <a href="#">Additional Resources</a> for self study; students may use these materials based on personal interest to continue to inform their chosen final project.  Art supplies and other materials for finishing their projects.
Lesson Activities
<b>Introducing the Final Project:</b>  Share rubrics and resources for the final project with students. The rubric and resources will be different depending on their chosen medium, so students may explore these in small groups with others who have chosen to work in the same medium.  Essay: <ul style="list-style-type: none"><li>→ <a href="#">Essay rubric [.pdf]</a></li></ul> Poetry: <ul style="list-style-type: none"><li>→ <a href="#">Poetry rubric for a written poem [.pdf]</a></li><li>→ <a href="#">Poetry rubric for a performed poem [.pdf]</a></li><li>→ Inspiration poem: "<a href="#">The First Water Is the Body</a>" (an extract) by Natalie Diaz</li><li>→ Inspiration poem: "<a href="#">Where Water Used to Be</a>" by SydneyBlu Garcia-Yao</li></ul> Letter-writing: <ul style="list-style-type: none"><li>→ <a href="#">Guidelines: How to Write a Letter to Congress</a></li><li>→ Inspiration letters: <a href="#">Winners and Finalists: Local Letters for Global Change 2021</a></li></ul> Visual Art: <ul style="list-style-type: none"><li>→ <a href="#">Oregon Department of Education Visual Arts Standards</a> - teacher may select resonant standards to share with students</li></ul> <b>Completing the Final Project:</b>  For the remainder of the unit, students will work on their final projects. This process will most likely take

more than one class period, and the timeline can be tailored to available class time and student needs.

Students may be placed in small groups if they are working on similar projects (poetry, essay, visual art, letters).

Students may work individually on their projects.

Students will have an opportunity to work in pairs to give feedback to one another's work.

Students will have an opportunity to display and/or perform their final performance project.