

Unit Title	Green Justice: Exploring how rhetoric and art are used to inform and empower communities to combat environmental injustices and the unfair treatment of marginalized groups during natural disasters.	
Unit Length	Three weeks	
	Lesson Number	Lesson Focus
	Lesson 1 Natural Disaster Focus	Introduction to Unit and Terms
	Lesson 2 Natural Disaster Focus	Close Reading Strategies
	Lesson 3-5 Natural Disaster Focus	How to Report News? How to Tell the Story? 3 medium analysis explanation and activity)
	Lesson 6-9 Environmental Injustices Focus	Research(Exploring Environmental injustices locally and globally
	Lesson 10	Photojournalism
	Lesson 11	Podcasting 101
	Lesson 12-15	Narrative writing workshop Introduction to graphic novels Remediation/Pick performance tasks Complete projects
Grade Level(s)/Subject(s)	10th Grade World Literature	
Unit Overview	The power of persuasion through rhetoric and art will be explored and analyzed in this unit as we examine various artifacts from articles, music, and art that are used to inform, entertain and persuade. Students will practice their analytical and writing skills throughout the unit by analyzing a series of journalistic and artistic resources related to environmental justice. Students will then select and complete a project to display content mastery and advocate for an environmental issue they are passionate about.	

	<p>Overall Essential Questions:</p> <ol style="list-style-type: none"> 1. How can we create a persuasive advocacy campaign to address and inform others in a creative way about the issues we are learning about? 2. How can we creatively use our voices to make meaningful change? <p>Scope and Sequence</p> <ol style="list-style-type: none"> 1. Introduce underreported stories and discuss systemic issues 2. Allow students the opportunity to informally debate topics 3. Students will select a topic from the informal debate and create a thesis statement 4. Students will review the rubrics for the performance tasks 5. Students review additional underreported articles. 6. Teach students persuasive writing techniques 7. Review informational texts 8. Students write and report on an environmental justice topic using a medium they select. <p>Guiding Questions</p> <ul style="list-style-type: none"> • Who is the most affected by natural disasters and why? • What does an equitable response to natural disasters look like? • What are the elements of a persuasive advocacy campaign? • How do we utilize multiple resources, including personal testimony, to develop support for persuasive arguments? <p>Themes explored: Injustices faced by marginalized groups, Human Rights: Freedom, justice, equity, environmental injustices, ubuntu</p>
Objectives & Outcomes	<p>Outcomes: Students will be able to...</p> <ol style="list-style-type: none"> 1. Analyze informational texts, shared testimonies, music, poetry and stories of people living in the United States and outside of the U.S. who have experienced natural disasters and environmental injustice 2. Apply their analyses to a work product aimed at informing their communities about environmental justice <p>Objectives Students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze authors' use of language and rhetorical devices. 2. Write an explanatory essay with a clear thesis, relevant supporting evidence, and pertinent examples to support your explanation regarding how the author builds a persuasive

	<p>argument.</p> <ol style="list-style-type: none"> 3. Use the writing process to plan, draft, and revise an essay. 4. Analyze details and fallacies in an argument. 5. Explain how an author builds an argument. 6. Synthesize information to develop a project about an environmental issue using various mediums.
Standards	<p><u>9th-10th Grade English Language Arts Georgia Standards of Excellence (ELA GSE)</u></p> <p>ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>ELAGSE9-10RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>ELAGSE9-10RI4: Determine the meaning of words and phrases as they are used within the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (how the language of a court opinion differs from that of a newspaper).</p> <p>ELAGSE9-10RI6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose</p> <p>ELAGSE9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>ELAGSE9-10RI7: Analyze various accounts of a subject told in different mediums(e.g., a person's life story in print and multimedia), determining which details are emphasized in each account.</p> <p>ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and</p>

	<p>counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain an appropriate style and objective tone</p> <p>ELAGSE9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g</p>
Unit Resources	<p>Pulitzer Center resources: Pulitzer Center Lesson Plan: “Documenting Disasters: Hurricanes Harvey and Maria in the News: We Need a Seat at the Table: Federal Hurricane Recovery Efforts Still Don’t Reach Coastal Louisiana Tribes by Gina Castro for Pulitzer Center “Nearly Eight Weeks After Maria Hit Puerto Rico the Struggle for Basics Continues” by Ryan Michalesko for St. Louis Post Dispatch “Haiti Then and Now: 5 Years After Earthquake, Much Rebuilding Remains” by Allison Shelley for National Geographic Ten Years After Haiti’s Earthquake: A Decade of Aftershocks and Unkept Promises” by Jacqueline Charles and José Antonio Iglesias for The Miami Herald Pulitzer Center “Voices from Haiti” by Kwame Dawes and Andre Lambertson for multiple outlets Descriptive Writing Journalism Skillbuilder from the Pulitzer Center Photojournalism Journalism Skillbuilder from the Pulitzer Center Journalism Skillbuilder Podcast & Audio Reporting Part 1: Telling Underreported Stories with Audio from the Pulitzer Center “New York City’s Flooding Crisis in the Age of Climate Change by Rommel Ojeda and John Upton for Documented” In Charlotte and Across the South, Climate Risk Tied to History of Racism by Herbert White for The Charlotte Post A Lurking Disaster in Greenland by Chris Dunn for Pulitzer Center After the Tsunami by Matthew Komatsu for Longreads “Snapshots from Haiti” by Jenna Koy and Jason Maloney for Pulitzer Center</p> <p>Other texts and videos: “Flint Michigan water crisis 9 years later” from Good Morning America</p>

[Marvin Gaye - What's Going On \(Official Video 2019\)](#)
[“What Is Environmental Racism?”](#) by Maudlyne Ihejirika for National Resource Defense Council
[Video 1: Sharing my feelings: Life after a natural disaster — Abby’s story, Hurricane Irma, 2017](#) from the Center for Disease Control
[Video 2: Katrina Kid Shares Dramatic Hurricane Survival Story](#) by Ben Depp and Ashley Moss for *Rolling Stone*
Video : [“SuperDome Survivor: Hurricane Katrina”](#) from History Channel
Music Video : [“Minority Report”](#) by Jay Z
[TED Talk, “Youth Perspective on Environmental Justice and Racism”](#) by Cristal Ciscneros
[Click here for quote bank](#) for Social Justice Resource Center
[Senate Natural Resources and the Environment](#)
[Georgia General Assembly - Legislation Search](#)
[Free to Use and Reuse: Natural Disasters](#) from Library of Congress
[A Look Back: 32 Harrowing Photos of the Hurricane Katrina Aftermath](#) from *Essence*
[Tips for Telling Stories Through Photography](#) feat. Sean Tucker

Teaching resources:

Activity 2: Music Analysis Graphic Organizer [[.pdf](#)][[.docx](#)]
[K.I.M. Chart Instructions](#)
 Close Reading Guide for article exploration [[.pdf](#)][[.docx](#)]
Day 1 Slides (slides 1-27) [[.pptx](#)]
 Music Analysis Graphic Organizer [[.pdf](#)][[.docx](#)]
[Song Analyzed: Jay-Z Minority Report](#) by quartopotere4 on TikTok
 3-view lab analysis guide [[.pdf](#)][[.docx](#)]
 Learning Lab [[.pdf](#)][[.docx](#)]
 Group Assignment Roles and Group Work Instructions [[.pdf](#)][[.docx](#)]
[Annotation Guide](#)
 Graphic Organizer for research on environmental injustice [[.pdf](#)][[.docx](#)]
 Graphic organizer to evaluate EPA findings on each of the following environmental issues [[.pdf](#)][[.docx](#)]
[How To Start A Podcast: A Complete Step-By-Step Tutorial](#) from Podcast Insights
[How to Create a Podcast For Dummies](#)
[Examples of student-generated podcasts](#)
 How to setup a podcast—Presentation [[.pptx](#)]
[Video Podcast Links](#)
Video 2: How to Write A Graphic Novel
[Free graphic novel templates](#)
Video 1: Narrative writing from Audra Kahne
[Narrative Writing Presentation](#) [[.pptx](#)]

Performance Task(s)	<p>Students will create a final project that educates their community about an environmental justice issue using details from articles explored in class. The final project should also reflect communication techniques analyzed throughout the unit and that students are determined to be the most effective in engaging and connecting with their communities.</p> <p>The project will be student selected through a choice board of options for the students. The options are:</p> <ol style="list-style-type: none"> 1. Complete a Social Media Advocacy Campaign and Toolkit 2. Podcast 3. Website 4. Write a Graphic Novel 5. Complete and Argumentative Essay 6. Write a Letter to Influence Legislation 7. Create a photography gallery
Assessment/Evaluation	<p>Pre-unit assessment will be given to test students' knowledge on the standards that will be taught throughout the unit.</p> <p>Students will be given a weekly quiz on the standards taught.</p> <p>As students prepare to close each day, they will be asked to answer the essential question based on the knowledge and notes taken for the day.</p> <p>At the conclusion of the unit a post assessment will be given to make an assessment of student growth.</p> <ul style="list-style-type: none"> • Rubric for photo blogs [.pdf][.docx] • Rubric for TedTalk presentation (adapted from ReadWriteThink) [.pdf] • Argumentative Essay rubric [.pdf][.docx] • Comic Rubric [.pdf][.docx]

Daily Lesson Plans

Days 1-2

Lesson Objective(s) or Essential Question(s)	
<p>The central focus of lesson one is to introduce systemic issues, provide context, and introduce specific vocabulary words. Students will begin to explore how local and international issues impact their communities and beyond.</p> <p>Lesson Objective(s): Students will be able to...</p> <ol style="list-style-type: none"> 1. Define and apply unit vocabulary properly within context. 2. Engage in dialogue about environmental injustices using academic language and make connections to their communities and beyond. <p>Essential Question: How can we create a persuasive advocacy campaign to address and inform others in a creative way about the issues we are learning about?</p>	
Focus text(s) / resource(s) for today's lesson:	
<p>Video 1: “Flint Michigan water crisis 9 years later” from Good Morning America Students will watch a video on the Flint Michigan water crisis and discuss.</p> <p>Video 2: Marvin Gaye’s “What's Going: Videography with images of Flint Michigan and other issues faced by the African American community” Marvin Gaye - What's Going On (Official Video 2019)</p> <p>Activity 2: Music Analysis Graphic Organizer [.pdf][.docx]</p> <p>Homework K.I.M. Chart Instructions</p> <p>Day 1 Slides (slides 1-27) [.pptx]</p> <p>Article Exploration Day 1 Students will find an article on environmental racism to analyze and teach to the class. Article on Environmental Racism: “What Is Environmental Racism?” by Maudlyne Ihejirika for National Resource Defense Council Close Reading Guide for article exploration [.pdf][.docx]</p> <p>Optional: Lesson Plan: The impacts of water crises in China and Flint, MI Pulitzer Center NEWSLA Article on Flint Water Crisis, “Flint residents angry over health issues caused by switch in water supply” by Tribune Content Agency, adapted by Newsela staff</p>	
Lesson / Activities	

Lesson Introduction: (Bellringer)

Teachers will post a [PADLET](#) for students to answer the following questions.

1. What do you know about environmental injustices and natural disasters?
2. Have you been impacted by environmental injustices or natural disasters and if so explain?

Time Limit: 5-7 minutes

Padlet example [click here](#)

Building Knowledge Activity

The teacher will provide students with the list of unit vocabulary below and separate students into groups to define and explore the words using a K.I.M. chart. [K.I.M. Chart Instructions](#)

Students will prepare to teach their assigned words to the whole group using a multimedia presentation and present on [Flip Grid](#).

Vocabulary

Review the vocabulary below using the slides.

Environmentalism

Environmental Justice

Climate resilience

Equity

Intersectionality

Sustainability

systemic racism

Find two additional terms on the EPA list of your choice – [EPA List Click Here](#)

Lesson Anticipation Activity (Informal Argument)

After completing the vocabulary exploration activity then students will participate in an anticipation game: Yes or No

Instructions: Students will answer yes or no for a series of questions about environmental injustices and they must come up with two reasons to support their reasoning.

Questions:

1. Everyone should have free access to natural resources.
2. Companies should be able to maximize profits freely?
3. Local governments should alert customers to potential health risks associated with working or living in certain areas.
4. The government should safely evacuate all residents when a natural disaster and relocate them in spaces that are safe
5. There should be community funds established to help support residents who do not have insurance or money to rebuild

Learning Session

Step 1: The teacher will explain how the topics above have been explored by journalists within our unit to address and bring attention to underreported stories about people whose lives have been transformed by natural disasters and environmental injustices.

Step 2: The teacher will explain the unit goals and release students to explore and develop questions about environmental issues.

Step 3: Students will generate examples of environmental injustice they have witnessed or heard about.

Step 4: Introduce students to the video, "[Flint Michigan water crisis 9 years later video](#)" and ask students to note three key details from the video. Next, students discuss, "Who is most impacted, and why? What do you think should be done to address this situation?" The following questions can also be used to guide discussion about this resource:

- *What type of text is this?*
- *What is the theme or central idea?*
- *Provide textual evidence to support your analysis*
- *Does anything look strange or unfamiliar?*
- *Are there any images or illustrations? If so, What do they show?*
- *Are one or more dates listed in the text ?*
- *What does the text describe or explain?*
- *Why do you think this text was made?*
- *What might have been the author's or publisher's purpose?*
- *What evidence supports your theory?*
- *Why do you think the author chose to include these specific details of description or explanation?*
- *What information might have been left out of the text?*
- *If images or illustrations are included, what purpose might they serve?*
- *Does the arrangement or presentation of words, illustrations, or both affect how the audience might think or feel? How?*

Igniting Critical Thinking/Reflection

Step 6: The teacher will play the video Marvin Gaye's "What's Going On?" Students will complete a video and lyric analysis activity in the worksheet, "Music analysis activity" and prepare to discuss how the issues in the video connect with the topic of environmental injustices.

Ask students to consider what new information they learn and whether or not they thought this video was more effective in drawing attention to this situation. If so, why?

Step 8: Students review the resource "What Is Environmental Racism?" by Maudlyne Ihejirika from the *National Resources Defense Council* using the close reading guide.

Step 7: A Ticket out the Door Assessment

Imagine that you were tasked with explaining what you learned today by creating an advertisement. What would you include and why?

Day 2-3**Lesson Objective(s) or Essential Question(s)****Essential Questions:**

How can underreported stories inspire students to reflect on their own lives and histories, cultivate curiosity, and evaluate how their lives connect to the lives of others?

Objectives: Students will be able to...

1. Analyze how natural disasters have an impact on individuals based on factors of race and class.
2. Analyze how natural disasters around the world have an impact on local communities.
3. Analyze three different ways of reporting news and analyze which way is most effective for which population.

Focus text(s) / resource(s) for today's lesson: Natural Disaster

[Video 1: Sharing my feelings: Life after a natural disaster — Abby's story, Hurricane Irma, 2017](#) from the Center for Disease Control

[Video 2: Katrina Kid Shares Dramatic Hurricane Survival Story](#) by Ben Depp and Ashley Moss for *Rolling Stone*

Lesson Materials

[Pulitzer Center Lesson Plan: "Documenting Disasters: Hurricanes Harvey and Maria in the News:](#)

Lesson / Activities**Lesson Introduction: (Bellringer)**

Ask students to create a collage or write two paragraphs about natural disasters. Guiding questions:

1. What is a natural disaster?
2. What natural disasters have you heard of, and what do you know about the impacts of those disasters?
3. Who do you think is the most impacted by natural disasters? Why?
4. How might ethnicity and economic class connect with the impact of natural disasters?

Building Knowledge Activity

Teachers distribute images from the lesson, "Documenting Disasters: Hurricanes Harvey and Maria in the News" and students explore pictures of natural disasters in groups to discuss the questions below. Students will discuss their responses with the whole group.

Questions:

1. What is going on in this picture?
2. What could have been done to prevent this devastating impact?
3. What more information did you find? What else could you research to learn more

Lesson Activity

Step 1: View video 1, “[Sharing my feelings: Life after a natural disaster — Abby’s story, Hurricane Irma, 2017](#)” from the Center for Disease Control and take notes!

Step 2: Discuss, “What was important about this story and how does it relate to what we have been learning?”

Step 3: View the second video, “[Katrina Kid Shares Dramatic Hurricane Survival Story](#)” by Ben Depp and Ashley Moss for *Rolling Stone* and take notes!

Step 4: Analyze what the stories had in common and what made the two stories different?

Closing: Ticket out the Door Question: How do the stories told connect to your personal life or community?

Day 3-5 Exploring Different Mediums for Telling Stories

Lesson Objective(s) or Essential Question(s)

Day 3: Video
Day 4: Testimony
Day 5: Article

Essential Questions: How can underreported stories inspire students to reflect on their own lives and histories, cultivate curiosity, and evaluate how their lives connect to the lives of others?

Objectives: Students will be able to analyze three different ways of reporting news and analyze which way is most effective for which population.

Focus text(s) / resource(s) for today's lesson: Natural Disaster

Video : [“SuperDome Survivor: Hurricane Katrina” from History Channel](#)

Music Video : [“Minority Report” by Jay Z](#)

Text: [We Need a Seat at the Table: Federal Hurricane Recovery Efforts Still Don't Reach Coastal Louisiana Tribes by Gina Castro for Pulitzer Center](#)

Optional Text: International Disaster Exploration

[“Haiti Then and Now: 5 Years After Earthquake, Much Rebuilding Remains” by Allison Shelley for National Geographic](#)

Homework

[“Nearly Eight Weeks After Maria Hit Puerto Rico the Struggle for Basics Continues” by Ryan Michalesko for St. Louis Post Dispatch](#)

Close Reading Guide for article exploration [[.pdf](#)][[.docx](#)]

Lesson Materials

[Pulitzer Center Lesson Plan: “Documenting Disasters: Hurricanes Harvey and Maria in the News:](#)

Music Analysis Graphic Organizer [[.pdf](#)][[.docx](#)]

[Song Analyzed: Jay-Z Minority Report](#) by quartopotere4 on TikTok

3-view lab analysis guide [[.pdf](#)][[.docx](#)]

Lesson / Activities

Lesson Introduction: (Bellringer)

Teachers will explain the lesson introduction activity: Create a recipe for a news article that you would be interested in. For example: 1 cup of truth ½ cup of research ⅓ of personal testimony

Learning Session

Step 1: Explain to students that there are several ways to tell a story and that you have to understand your

audience and determine what is the best way to tell a story for that audience.

Step 2: Introduce students to the three mediums to be explored.

1. Video
2. Music
3. Article

Students analyze 3 mediums to explore stories about the lasting impacts of natural disasters. As they explore, ask students to consider the following:

- What do you learn from this resource about the natural disaster? What happened? Who was most impacted and why?
- What do you learn about the history of this place and why some people were more affected by this natural disaster than others?
- What connections do you see between these stories and the stories we explored yesterday?
- What elements of this resource were the most engaging for you? Why?

Medium 1: Video Testimony from Hurricane Katrina: [SuperDome Survivor: Hurricane Katrina for History -testimony example](#)

Medium 2: Music [Minority Report by Jay Z- music example](#)

- [JAY-Z – Minority Report Lyrics](#)

Medium 3: News Story : [We Need a Seat at the Table:Federal Hurricane Recovery Efforts Still Don't Reach Coastal Louisiana Tribes by Gina Castro](#)

Step 3: After viewing and listening to the 3 mediums, students will complete a graphic organizer and prepare to discuss with classmates. Graphic organizer [[.pdf](#)][[.docx](#)]

The following questions and the graphic organizer above can then be used to engage students in a discussion comparing and contrasting the three texts:

- What do you learn from these resources about natural disasters and how they have impacted communities in the U.S. and worldwide?
- What connections do you see between these stories and the stories we explored yesterday?
- What elements of this resource were the most engaging for you? Why?

Day 6: Advocating for environmental justice

Lesson Objective(s) or Essential Question(s)
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can we create a persuasive advocacy campaign to address and inform others in a creative way about the issues we are learning about? • How can underreported stories inspire students to reflect on their own lives and histories, cultivate curiosity, and evaluate how their lives connect to the lives of others? <p>Objectives: Students will be able to...</p> <ol style="list-style-type: none"> 1. Use research skills to explore topics introduced in the articles explored. 2. Find ways to use rhetoric to spread knowledge of underreported stories. 3. Write a thesis statement to support the implementation of programs to increase funding and support for natural disasters and or environmental injustices.
Focus text(s) / resource(s) for today's lesson
<p>“Haiti Then and Now: 5 Years After Earthquake, Much Rebuilding Remains” by Allison Shelley for <i>National Geographic</i></p> <p>Optional texts: Ten Years After Haiti's Earthquake: A Decade of Aftershocks and Unkept Promises Pulitzer Center (focus on video journalism and writing) Video Voices from Haiti Pulitzer Center (focus on visual poetry) Song/Poetry</p>
Lesson Material
<p>Learning Lab [.pdf][.docx] Group Assignment Roles and Group Work Instructions [.pdf][.docx]</p>
Lesson / Activities
<p><i>Lesson Introduction: (Bellringer)</i> Lead a brief grammar review to support skills students will need to engage with their final project for the unit. (5 minutes)</p> <p><i>Lesson Anticipation Activity:</i> Haiti Exploration Jamboard Activity (10 minutes)</p> <p>Step 1: Find POSITIVE images of Haiti and post on a document viewable to all students—click here for an example PDF of a Jamboard used by students</p>

Step 2: Find TWO Quotes from Haitians about the country and/or the people and post on padlet or another shared platform. Make sure you include your name and class period.

Learning Session: Review Close Reading Strategies and Annotation Guide

Step 1: Allow students to explore the text, [“Haiti Then and Now: 5 Years After Earthquake, Much Rebuilding Remains” by Allison Shelley for National Geographic](#) and take notes

Step 2: Students develop two discussion questions to share.

Step 3: Students will explore additional stories, songs, images, and videos about Haiti and natural disasters. As they read, ask students to consider the following:

- What do you learn from this resource about the natural disaster? What happened? Who was most impacted and why?
- What do you learn about the history of this place and why some people were more affected by this natural disaster than others?
- What connections do you see between these stories and the stories we explored yesterday?
- What elements of this resource were the most engaging for you? Why?

Additional texts:

[Haiti Then and Now: 5 Years After Earthquake, Much Rebuilding Remains | Pulitzer Center \(focus on photojournalism\) Article](#)

[“Ten Years After Haiti’s Earthquake: A Decade of Aftershocks and Unkept Promises” by Jacqueline Charles and José Antonio Iglesias for The Miami Herald | Pulitzer Center](#) (focus on video journalism and writing)

Video

[“Voices from Haiti” by Kwame Dawes and Andre Lambertson for multiple outlets | Pulitzer Center](#) (focus on visual poetry) Song/Poetry

Step 4: Students discuss the analysis questions above and evaluate which resource most engaged them.

Step 5: Explore It Activity

Materials: Legos, sticks, glue, string, paper clips, and foam blocks

Students will be provided materials and a budget to rebuild a house that has to withstand storms. Each group will have resources allocated based on income.

1: Students will draft a plan (architectural drawing using paper or the Houzz app)

2: Students will build a mini building based off of the drawing using the given building materials.

3 (Closing): Students will reflect on the process and how funding had an impact on what they could build and write a written response as the Ticket out of the Door Assessment

Day 7-9

Exploring Environmental Injustices

Lesson Objective(s) or Essential Question(s)

Essential Questions:

1. How can underreported stories inspire students to reflect on their own lives and histories, cultivate curiosity, and evaluate how their lives connect to the lives of others?
2. How do we utilize multiple resources including personal testimony to deliver news and develop support for persuasive arguments created to call people to action to advocate for change?

Objectives: Students will be able to...

1. Identify one story to use with the performance task.
2. Analyze multiple resources and synthesize information to support persuasive writing.

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

[Descriptive Writing | Journalism Skillbuilder](#) from the Pulitzer Center

[Photojournalism | Journalism Skillbuilder](#) from the Pulitzer Center

[Journalism Skillbuilder | Podcast & Audio Reporting Part 1: Telling Underreported Stories with Audio](#) from the Pulitzer Center

[“New York City’s Flooding Crisis in the Age of Climate Change by Rommel Ojeda and John Upton for Documented”](#)

[In Charlotte and Across the South, Climate Risk Tied to History of Racism by Herbert White for The Charlotte Post](#)

[A Lurking Disaster in Greenland by Chris Dunn for Pulitzer Center](#)

[After the Tsunami by Matthew Komatsu for Longreads](#)

Lesson Materials

[Annotation Guide](#)

[TED Talk, “Youth Perspective on Environmental Justice and Racism” by Cristal Ciscneros](#)

Graphic Organizer for research on environmental injustice [.pdf][.docx]

Graphic organizer to evaluate EPA findings on each of the following environmental issues [.pdf][.docx]

[Click here for quote bank](#) for Social Justice Resource Center

[Senate Natural Resources and the Environment](#)

[Georgia General Assembly - Legislation Search](#)

Optional resources:

Group Assignment Roles and Group Work Instructions [.pdf][.docx]

Close Reading Guide for article exploration [.pdf][.docx]

[How Do I Advocate for Environmental Justice?](#) From Ben Crump Law, PLLC

Lesson / Activities

Lesson Introduction: (Bellringer)

Have students select a quote on environmental injustices and write a three paragraph reflection or draw a collage illustrating the meaning

[Click here for quote bank](#) for Social Justice Resource Center

Lesson Anticipation Activity

Have students view and discuss the TED Talk, “Youth Perspective on Environmental Justice and Racism” by Cristal Cisneros about environmental racism from the youth perspective.

[Video link click here:](#)

https://www.ted.com/talks/cristal_cisneros_youth_perspective_on_environmental_justice_and_racism

Learning Session

Research activity: What does it take to be an environmentalist? Create a pamphlet providing information on how to advocate for the environment. Include:

- State level environmental committee and chair...provide contact information
- What legislation in Georgia (or your state) protects the environment?
- Who are two environmentalist or environmental protection advocacy groups?
- Come up with a creative hashtag and slogan

Day 1: ENVIRONMENTALIST, OH MY! Activity

1. Define environmentalist
2. Research...
 - a. “What does it take to be an environmentalist?”
 - b. Do environmentalists use skills that are learned in this ELA classroom? If so, what skills?
3. Find a local and international environmentalist. Collect all of the information about at least one environmentalist and PUT that information in your lab folder—We will use this later on.

Day 2 Activity 1:

1. Find three credible articles on environmental injustices.
2. Annotate each text using at least three annotations from the [Annotation Guide](#).
3. Complete the graphic organizer listed below on 3 or more articles
 - a. Graphic Organizer [\[.pdf\]](#)[\[.docx\]](#)

Day 2: Activity 2

Create a pamphlet providing information on how to advocate for the environment.

1. Find an environmental issue by accessing information from the Environmental Protection Agency (EPA) on GEORGIA here: [Environmental Information for Georgia | US EPA](#)
Use this graphic organizer to evaluate EPA findings on each of the following environmental issues [\[.pdf\]](#)[\[.docx\]](#):

- Air
 - Water
 - Land use
 - pesticides
2. Brainstorm in groups ways to advocate for one of the issues you identified and come up with a list of three ways to advocate for the issue you researched. Click below for an example of an advocacy project.
[How Do I Advocate for Environmental Justice?](#) From Ben Crump Law, PLLC
 3. Create a pamphlet for a public audience advocating for solutions for the issue you researched. Create your advocacy campaign in Canva.

Day 3 Activity 1: Research ways to engage with government officials about environmental justice issues.

1. Research the state-level environmental committee: Write all of the committee members' names down, the parties they represent, and at least one other committee they serve on.

Click the link below to access
[Senate Natural Resources and the Environment](#)
2. Use the link below to research what current legislation is in place that protects the environment in Georgia? Write them on the paper. Identify one issue you are interested in exploring (could be the one from the previous day) and what legislation is in place related to that issue.
[Georgia General Assembly - Legislation Search](#)
3. Write down the name and contact information for a committee chair, and two other members from the committee you hope to reach to discuss the issue you have identified.
4. Draft a letter to a committee member about your environmental issue

Day 3 Activity 2: Exploring reporting on environmental injustices and evaluate how they connect to issues faced by communities in Georgia

1. Students explore the following resources to analyze how the journalists featured in the resources determined which medium they would use to tell their stories:
 - [Descriptive Writing | Journalism Skillbuilder](#) Station 1
 - [Photojournalism | Journalism Skillbuilder](#) Station 2
 - [Journalism Skillbuilder | Podcast & Audio Reporting Part 1: Telling Underreported Stories with Audio](#) Station 3
2. Students review one of the following articles in small groups to analyze the following:
 - What environmental challenge is this community facing?
 - Who is most impacted, and why?
 - Where do you see evidence of environmental racism?

- Where do you see evidence of environmental justice?
- 1. [“New York City’s Flooding Crisis in the Age of Climate Change by Rommel Ojeda and John Upton for Documented”](#) -Group 1
- 2. [In Charlotte and Across the South, Climate Risk Tied to History of Racism by Herbert White for The Charlotte Post | Pulitzer Center](#) Group 2
- 3. [A Lurking Disaster in Greenland by Chris Dunn | Pulitzer Center](#) Group 3
- 4. [After the Tsunami by Matthew Komatsu for Longreads | Pulitzer Center](#) Group 4

3. Closing: We have read about several instances where communities are navigating environmental challenges. We have also looked at several ways that storytellers communicate to engage an audience. For tomorrow, prepare to discuss:

1. What environmental story do you want to share with your community? How do you want to tell your story?

Igniting Critical Thinking and Reflection

Introduce students to their final project: Students will be asked to identify an environmental issue in their community and create a project that communicates this issue and explains how this issue connects to the experience of another community explored in the unit. The following are homework activities that students could explore to prepare for the project.

Extension Activity 1: Article Review

1. Select two stories from this unit and create a project that shares both stories with your community.
2. The project should also identify where you see connections between the stories and how you think these stories connect to issues you see in your own community.

Extension Activity 2: Article Exploration and Connection

1. Visit the [Environment & Climate](#) portal on the Pulitzer Center website and identify a story that interests you.
2. Evaluate where you see connections between that story and another story in this unit.
3. Identify what connections do you see between who is most impacted by climate challenges and why? Where do you see evidence of environmental justice in both stories?
4. Begin your final project

Students will have the next several days to work on the project. The lessons below outline additional lessons that could be used to introduce students to mediums they could use for their final projects.

Day 10

Exploring photography as a method for telling stories of environmental justice

Lesson Objective(s) or Essential Question(s)

Essential Questions:

1. How can we create a persuasive advocacy campaign to address and inform others in a creative way about the issues we are learning about?
2. How can underreported stories inspire students to reflect on their own lives and histories, cultivate curiosity, and evaluate how their lives connect to the lives of others?

Objectives: Students will be able to...

1. Build a well crafted argument in the form of a photo project, or narrative to support advocacy to eliminate environmental injustices and extend aid to marginalized communities before and after natural disasters.

Focus text(s) / resource(s) for today's lesson: Stories Brought to Life: Exploring Photography

Lesson Focus: Stories told through photography

- [“Snapshots from Haiti” by Jenna Koy and Jason Maloney for Pulitzer Center](#)
- [Free to Use and Reuse: Natural Disasters](#) from Library of Congress
- [A Look Back: 32 Harrowing Photos of the Hurricane Katrina Aftermath from Essence](#)

Lesson Materials

Group Assignment Roles and Group Work Instructions [[.pdf](#)][[.docx](#)]
[Tips for Telling Stories Through Photography](#) feat. Sean Tucker

Lesson / Activities

Lesson Introduction: (Bellringer)

Find a picture in your phone that captures you at a time when you were happy, sad, or confused and share on a jamboard or other shared platform.(5 minutes)

Lesson Anticipation Activity

Find a photo blog to share and share the link. Students will share links on a padlet or other collaborative platform to review. As students review the photos, they will answer the questions...

- What makes an image captivating?
- How can one photo tell a story?

Learning Session

Activity: Students view the following photography presentations that tell a story through images.

Students will engage in a photography exploration activity and will be released to continue working on their projects

- Snapshots of Haiti: <https://pulitzercenter.org/stories/snapshots-haiti>
- Images of Natural Disasters: <https://www.loc.gov/free-to-use/natural-disasters/>
- 10 year reflection after Katrina:
<https://www.essence.com/news/look-back-32-harrowing-photos-hurricane-katrina-aftermath/>

Students review the presentation on narrative writing and discuss strategies for creating blogs to inform their communities about an environmental justice issue.

Work Time

Students work on their final projects with the support of the teacher.

Day 11

Exploring podcasts as a method for telling stories of environmental justice

Lesson Objective(s) or Essential Question(s)	
<p>Lesson Objective(s): Students will be able to synthesize information obtained to complete performance tasks.</p> <p>Students will be able to engage in dialogue about environmental injustices using academic language and make connections to their communities and beyond.</p> <p>Essential Question: How can underreported stories inspire students to reflect on their own lives and histories, cultivate curiosity, and evaluate how their lives connect to the lives of others?</p> <p>How do we utilize multiple resources including personal testimony to deliver news and develop support for persuasive arguments?</p>	
Focus text(s) / resource(s) for today's lesson:	
<p>How To Start A Podcast: A Complete Step-By-Step Tutorial from Podcast Insights How to Create a Podcast For Dummies Examples of student-generated podcasts</p> <p>Optional: How to setup a podcast—Presentation [.pptx] Video Podcast Links</p>	
Lesson / Activities	
<p>Lesson Introduction (Bellringer) The teacher will introduce that today's lesson will include time for students to learn how podcasters research information to report on and format thoughts for a podcast, paper, or to write a story. 5 min</p> <p>Learning Session</p> <ol style="list-style-type: none"> Students discuss: What is a podcast and how is it used? Students explore one or both of the resources on how to start a podcast: <ol style="list-style-type: none"> How To Start A Podcast: A Complete Step-By-Step Tutorial from Podcast Insights How to Create a Podcast For Dummies If there is time, students explore podcast examples. <ol style="list-style-type: none"> Examples of student-generated podcasts <p>Igniting Critical Thinking and Reflection Skills</p>	

Students will work independently on their final projects

Days 12- 15: Exploring narrative writing and graphic novels, and completing final projects

Lesson Objective(s) or Essential Question(s)
<p>Essential Questions: How can underreported stories inspire students to reflect on their own lives and histories, cultivate curiosity, and evaluate how their lives connect to the lives of others?</p> <p>How do we utilize multiple resources including personal testimony to deliver news and develop support for persuasive arguments?</p> <p>Objectives Student will be about to revise work and provide peer support</p>
Focus text(s) / resource(s) for today's lesson: Revision
<p>Video 2: How to Write A Graphic Novel Free graphic novel templates Video 1: Narrative writing from Audra Kahne Narrative Writing Presentation [.pptx]</p> <p>Students will take notes and start to brainstorm collectively.</p> <p>Homework Complete performance tasks</p>
Lesson Materials
<p>Pulitzer Center Articles</p>
Lesson / Activities
<p>Lesson Introduction: (Bellringer) Where are you with your project? How do you feel about your progress?</p> <p>What connections can we make to what we have learned thus far?</p> <p>Learning Session</p> <ol style="list-style-type: none"> Students review the resources related to graphic novels and narrative writing and explore how they can apply those tools to their final projects. <p>Independent Workshop Students will be released to work in groups to complete PBL projects. If students end up working on graphic novels or narrative essays for their projects, the teacher could use the</p>

presentations and resources above to introduce those mediums to students.

Students prepare for presentations next week