

Problemas globales, soluciones locales: El activismo ambiental
 Global problems, local solutions: Environmental activism
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Lesson 1 El plástico: Un problema global
Essential Question
¿Por qué es problemático el plástico? What is the problem with plastic?
Warm-up
Students will complete a pre-unit survey that asks them to discuss their current level of knowledge and attitudes toward ideas that will be featured in the unit.
Focus text(s) / resource(s) for today's lesson
<p>Plastic that Travels 8,000 Miles: The Global Crisis in Recycling: introduction</p> <p>Infografía de SINC (España): La era del plástico</p> <p>Video de Diario Correo (Perú): Isla de basura en el Pacífico</p> <p>El plástico teacher presentation</p> <p>El plástico, un problema global student worksheet</p>
Lesson / Activities
<p>Plástico Word Web</p> <ol style="list-style-type: none"> 1. Ask students to complete a word web with the word plástico / plastic. <ol style="list-style-type: none"> a. What is the first idea associated with the word plastic? b. What related nouns, adjectives or verbs come to mind? 2. Have students discuss the following: <ol style="list-style-type: none"> a. Why did certain words come to mind? b. Did you have a positive, negative or neutral reaction to the word? <p>Plástico in the News</p> <ol style="list-style-type: none"> 1. Have students look at headlines from different global news sources about plastics.

2. Discuss:
 - a. What words do the headlines share?
 - b. Do any match the web they created?
 - c. What words from the headlines are new?

Educator Notes - Some sample headlines:

- *Público (España): [Los microplásticos ya están en la mayoría de ríos y arroyos de España](#)*
- *Naciones Unidas: [El uso exagerado del plástico durante la pandemia de COVID-19 afecta a los más vulnerables](#)*
- *Zacatecas en Imagen (México): [Zacatecas, en la lucha por ser libre de plástico](#)*
- *Scidev (Guatemala): [Microplásticos también en playa protegida de Guatemala](#)*
- *El Mostrador (Chile): ["De plástico": Limpiando el lago Uru Uru de Bolivia](#)*
- *The Guardian (UK): [Airborne plastic pollution 'spiralling around the globe', study finds](#)*

Evaluate Global Reporting on Plastic

1. Students will explore plastics pollution around the globe by exploring the following materials:
 - [Plastic that Travels 8,000 Miles: The Global Crisis in Recycling](#) (introduction only)
 - Infografía de SINC (España): [La era del plástico](#)
 - Video de Diario Correo (Perú): [Isla de basura en el Pacífico](#) (3:03)
2. Afterward, students will think about the following statements and ask whether they agree or disagree:
 - a. El plástico es necesario. / Plastic is necessary.
 - b. El plástico es importante. / Plastic is important.
 - c. El plástico es un problema global. / Plastic is a global problem..
 - d. El plástico es un problema global, pero no afecta a todos igualmente. / Plastic is a global problem, but not one that affects everyone equally.
 - e. El plástico no es el problema, sino cómo lo usamos. / Plastic isn't the problem, the problem is how we use it.

They can use these statements as well when thinking about their exit slip below.

Closing

Exit slip assignment using sentence frames

Using the El plástico, un problema global student worksheet, students will summarize what they just learned about plastics pollution using a series of sentence frames.

Educator note: The frames can be customized for students and/or classes based on grammar objectives.

Potential starters/ grammatical chunks:	Potential conjunctions:
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-Yo pienso que... -Yo creo que... -Me parece... -Me importa... -Yo opino que... -Yo aprendí que... -Hay que -Tenemos que	-y -pero -entonces -a causa de -debido a -antes _____; ahora _____
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Lesson 2

Un ejemplo

Essential Question

¿Cómo es un(a) activista? ¿Cómo enfrenta un problema?
 What is an activist like? How do they confront a problem?

Warm-up

1. Using the lesson 2 slides: El activismo, show students a series of photographs of past and present activists from around the world.
2. Using the [lesson 2 ¿Qué es el activismo? discussion worksheet](#), students discuss who they recognize and who they do not:
 - a. ¿Cuáles activistas y/o temas reconoces? ¿Por qué reconoces a estos activistas o estas noticias? Which activists and issues do you recognize? Why might you recognize certain activists or news stories?
 - b. ¿Por qué reciben más atención ciertas noticias que otras? Why might certain activists or issues receive more news coverage?
 - c. ¿Qué es una noticia que no suele ser reportada? What is an underreported news story?

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

[Lesson 2 Teacher Presentation: El Activismo \[PDF\]](#)

[Lesson 2: ¿Qué es el activismo?](#) Class Discussion Worksheet

[Lesson 2: Pre-reading](#)

[Joane: El plástico nos está matando en el Tapajós Student Worksheet](#)

[Lessons 2-4 Teacher Presentation: Perfiles de activistas](#), slides 2-3 [[PDF](#)]

[Joane: We Can End the Toxic Use and Burning of Plastics \(Spanish\)](#)

([Joane: El plástico nos está matando en el Tapajós](#))

Lesson / Activities

Educator note: This lesson will take closer to 2-3 days depending on length of class and on how you may choose to read the article or watch the documentary

Pre-reading

Students follow the [Lesson 2: Pre-reading slides](#) to categorize types of vocabulary related to the article as a pre-reading activity.

Educator Notes

- *In remote learning, students can complete this activity by moving the vocabulary around on a Jamboard.*
- *If class is in person, students can complete individually or in groups, by writing the words or by receiving individual words on sticky notes or slips of paper.*
- *Depending on the time allotted, you might choose to select only a few words from this list or add on others for your students.*

Vocabulary:

sustantivos	adjetivos	verbos
activista	cotidiano	recoger
plástico	abandonado	dejar
microplástico	exógeno	quemar
conciencia	envasado	descomponerse
acto de concienciación	enlatado	cambiar
residuo	tóxico	intervenir
política (pública)	inútil	convencer
hoguera	convencida	devorar

biodigestor	desechable	
chispa de esperanza		
fuerza		
juventud		

Reading

Students will read the article and/or watch the documentary about Joane.

1. Have them discuss the two ways the text is presented by comparing the headlines used for the article across sources.

- [OpenDemocracy: Joane: El plástico nos está matando el el Tapajós](#)
- [El País: Joane: Acabar con el plástico y el fuego destructor es posible](#)

Discuss:

- a. ¿De qué se trata este artículo? / What will this article be about based on the headline?
 - b. ¿Cuál titular/encabezado prefieres? / Which headline do you prefer?
 - c. ¿Cuál te atrae más? / Which draws you in more?
 - d. ¿Cuál es el más fácil de entender? / Which headline do you find easier to understand?
2. As students read the article [on the provided worksheet](#), have them complete comprehension questions along the way to ensure the objective of understanding the main idea is met.

Educator notes: I find it helpful to break down the article in several sections. Alternatively, or in addition, students can watch the documentary, pausing to answer comprehension questions along the way.

Profile of Joane

1. Present the questions on the second slide of Perfiles de activistas.
2. Students will complete a profile of Joane by answering the following questions:
 - a. ¿Cómo es Joane? / What is Joane like?
 - b. ¿Cuál es el problema en su comunidad? / What is the issue in her community?
 - c. ¿Cómo es activista? ¿Cuáles son sus características notables? / How does she exemplify being an activist? What might be her notable qualities?
 - d. ¿Cómo enfrenta el problema de su comunidad? / How does she confront the problem in her community?

On slide 3, students will put her actions in order from 1-5.

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Lesson 3
Temas locales

Essential Question

¿Qué es la contaminación? ¿Cómo nos afecta aquí en Chicago?
What is pollution? How does pollution affect us locally?

Warm-up

Environmental Issues Near You

1. Students will review [the map found in the Better Government Association article on local contamination](#). Students can explore the environmental statistics found near:
 - a. Their home
 - b. Our school
 - c. Other locations of their choosing.

2. Students will be asked to discuss a series of open-ended questions:
 - a. ¿Qué notas sobre el mapa? What do you notice about the map?
 - b. ¿Por qué crees que se ve así? Why do you think the map looks the way it does?
 - c. ¿Qué nos dice el mapa sobre la contaminación y/o contaminación en Chicago? What does this map tell us about pollution/contamination in Chicago?
 - d. ¿Cómo definirías el término “justicia ambiental?” ¿Y el racismo ambiental? How would you define the term “environmental justice?” And environmental racism?
 - e. ¿Cómo están relacionados estos términos con el mapa? How are these terms related to the map?

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

[Better Government Association Interactive Map](#)

Lake Michigan - Plastics:

- [22 Million pounds of plastics enter the Great Lakes every year. Most of the pollution pours into Lake Michigan](#)
- [Unas 10.000 toneladas de plástico acaban en los Grandes Lagos cada año](#)
- Video (Canal de la Secretaría de Medio Ambiente y Recursos Naturales, México): [Microplásticos](#)

East Side - General Iron:

- [Señalan “racismo ambiental” en Chicago por reubicación de planta recicladora](#)
- [Alzando la voz en contra de General Iron](#)
- [Environmental Racism in Chicago Will be Made Worse by General Iron Facility](#)
- Video (WGN): [Mayor Lightfoot halts General Iron permit indefinitely](#)

Pilsen - Lead Pollution:

- [Polución de plomo en Pilsen](#)
- [Pilsen residents kept waiting for cleanup of toxic lead contamination](#)
- [Planea la EPA limpieza](#)
- [EPA Gardening Fact Sheet \(Spanish\)](#)

Little Village - Crawford Coal Plant:

- [Las voces de La Villita después de la demolición](#)
- [City Officials Will Offer Updates On Controversial Hilco Site During Community Meeting Thursday](#)
- [‘We just want to breathe’: Little Village protest marks anniversary of botched coal plant demolition](#)
- Video (CBS Chicago): [Activists, Residents In Little Village Mark One-Year Anniversary Of Bungled Smokestack Implosion](#)

Lessons 2-4 Teacher Presentation: Perfiles de activistas, slides 4-5

Lesson / Activities

Lessons 2-4 Teacher Presentation: Perfiles de activistas

Investigating Environmental Issues

1. Students will select one local environmental justice issue to investigate using the resources listed above. Topics include:
 - Plastics and microplastics within Lake Michigan
 - The fight against General Iron in East Side
 - The lead cleanup in Pilsen
 - Air pollution from the Hilco site in Little Village.
2. During their investigation, students will:
 - a. read articles in both Spanish and English.
 - b. track key vocabulary in both languages and look for cognates.
3. Students will complete an activist profile of an individual or community organization featured in the article(s) they read using slides 4-5 of the Perfiles de Activistas slides.

Homework

Video Summary

Using the vocabulary collected, students will record a short video summary of the articles they read. In this way, students will gain speaking practice while also providing a brief description of the issue(s) raised in their focus text to their classmates.

**Educator note: We used Flipgrid, but you could have students record a video or audio recording on any platform of your choosing. In-person, you can also have students give lightning round-style presentations to their classmates. Have them pair up. Student A summarizes their article for 1-2 minutes, then student B presents. Then they switch partners and continue in this fashion for a set length of time or until they have met with everyone. **

Lesson 4: ¡A actuar!
Lesson Objective(s) or Essential Question(s)
<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Complete an activist profile about themselves. ● Identify an issue they would like to participate in solving ● Identify a form of civic action to use
Warm-up
<p>What Kind of Activist Are You? (slide 6-7 of Perfiles de activistas)</p> <p>Students will take one of the following quizzes to identify what “kind” of activist they are:</p> <ul style="list-style-type: none"> ● Ben and Jerry’s: ¿Qué tipo de activista eres? ● Oxfam: Cuando actúas por el clima ¿qué tipo de activista eres? <p>Then, as with the activists featured in the article they read, they will now complete a profile about themselves and their focus issue on slides 6-7 of the Perfiles de Activistas slides.</p>
Focus text(s) / resource(s) for today’s lesson
<p>Sample performance tasks and other resources for students to review depending on what civic action they choose:</p> <ul style="list-style-type: none"> ● Letter writing, social media: Alliance for the Great Lakes toolkit ● Infographic: Canva ● Volunteering: Shedd Aquarium Action Days ● El activismo: Video de Chicos IPe

- Advocates for Youth: [Youth Activist Toolkit](#)

[Lesson 4: ¿Cómo voy a tomar acción? worksheet](#)

[Lesson 4: Yo soy student reflection worksheet](#)

Lesson / Activities

Overview of Performance Task

Using the [¿Cómo voy a tomar acción? worksheet](#), review the performance task with students:

1. Students will design an infographic or call-to-action about an environmental issue of their choosing. Students will choose from a list of potential options, including:
 - Designing a poster or infographic
 - Creating a video
 - Writing a poem
 - Writing letter
 - Designing artwork that includes language.

Activism Action Plans

Students will use the [¿Cómo voy a tomar acción? Worksheet](#) to create an action plan for their performance task. This matrix is designed to help students organize their thoughts and language needs. Sections of the action plan include:

<p>¿Sobre cuál tema quiero pasar la voz? ¿Qué problema quiero enfrentar?</p>	<p>What issue do I want to make more well-known? What problem do I want to tackle?</p>
<p>¿Cómo voy a informar a otras personas y/o tomar acción?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Póster <input type="checkbox"/> Infografía <input type="checkbox"/> Arte con una descripción <input type="checkbox"/> Poema <input type="checkbox"/> Carta <input type="checkbox"/> Video <input type="checkbox"/> Otra cosa: _____ 	<p>How will I inform others or take action?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Poster <input type="checkbox"/> Infographic <input type="checkbox"/> Art with a description <input type="checkbox"/> Poem <input type="checkbox"/> Letter <input type="checkbox"/> Video <input type="checkbox"/> Other: _____
<p>¿Cuál es la información más importante incluir?</p>	<p>What information is most important to include?</p>
<p>Palabras que necesito son:</p>	<p>Words that I need are:</p>
<p>Frases que necesito son:</p>	<p>Phrases that I need are:</p>

¿Cuáles serían los hashtags adecuados?	What would the hashtags to my action be?
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¿Cómo soy activista?

Using the Yo Soy reflection worksheet, they will:

- Identify themselves
- Identify a trait or traits they share with activists
- Identify the issue they care about
- State how they take action.

**Educator Note: Two versions are shared on the worksheet, one with simple sentence frames and one left blank for students at a higher proficiency level. These quick reflections could be posted with student projects, turned into a video or slideshow or used as an interpersonal speaking tool.*

Rubric

Review the following [rubric](#) with students.

The performance task will be evaluated using a rubric that includes language and task objectives. Language objectives will include elements of language control, vocabulary and mechanics while task objectives will include use of facts or details to create a persuasive action.

**Educator Note: I provided students days to complete the profile and call-to-action item.*

Closing and Homework (if any)

After completing the performance task and activist profile, students will take a [unit post-survey](#) that will ask them about:

- their current knowledge of and feelings toward underreported stories
- environmental justice and activism
- the idea of taking action