

UChicago 2023 Summer Institute *Beyond the Headlines* Lesson Plan

Environment and Climate Change
Danielle D’Amore Klein, Chicago Public Schools
Maria Saucedo Scholastic Academy

I. Plan Your Lesson

<p>What is the current event and/or pressing issue you are exploring in your classroom and why?</p> <ul style="list-style-type: none"> ● SS.G.3.6-8.MC: Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation. <p>What are some of the systemic issues that drive this issue and/or event?</p> <p>Issue: Environment and Climate Change</p> <p>Balancing human needs with preservation of environment</p> <p>Essential Question: How do we balance the needs of people and the condition of the natural world?</p> <p>What is your carbon footprint?</p>	<p>Find 2 to 5 articles on the Pulitzer Center website that align with this story. Your articles should capture stories in East Asia or the Middle East:</p> <p>Indonesia Cracks Down Scourge on Imported Plastic Waste</p> <p>Forests in the Furnace: Cambodia’s Garment Sector Is Fueled by Illegal logging</p> <p>Climate Change Drove Nepali Workers to Qatar to Build World Cup Stadium Project</p> <p>Notes Underwater Project</p> <p>Build Background: Discuss Climate Pledge and how Amazon is an example of a company who has pledged to lower its carbon footprint.</p> <p>Calculate your carbon footprint</p>
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II. Get Familiar with *Beyond the Headlines*

Review the five unique lesson plans in the [Beyond the Headlines Lesson Series](#) and notice the sequence of the lesson plans:

1. Warm-up

- a) Introducing the [Pulitzer Center website](#) and organization.
- b) Practice navigating site. Select an article to read.
- c) Define [journalism](#) and underreported stories.
- d) Watch [video](#) of underrepresented news stories so students can get a clearer grasp of what this means.
- e) Underreported news stories [activity](#) to post in Google Classroom: analyze how underreported stories differ from other news stories. [Printable](#) version.

Introduce [journalistic standards](#) and have students conduct a news organization investigation to determine if the standards are present. Post standards on an anchor chart in classroom

2. Introduce the current event issue: **Environment and Climate Change.**

Introduce *Student Note Catcher* (template provided at end of lesson plan) and demonstrate how to complete it using a Pulitzer Center news story.

3. Select articles & subtopics to choose from:

Some options: severe weather due to climate change, labor migration, plastic waste, modern colonialism/slavery

Student Note Catcher (template provided at end of lesson plan)

4. Explore systemic issues through underreported stories: List the underreported stories you have found on the Pulitzer Center website.

[Indonesia Cracks Down Scourge on Imported Plastic Waste](#)

[Forests in the Furnace: Cambodia's Garment Sector Is Fueled by Illegal logging](#)

[Climate Change Drove Nepali Workers to Qatar to Build World Cup Stadium Project](#)

[Notes Underwater Project](#)

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5. Discuss: Craft discussion questions that encourage students to....
- a. Understand-
 - What can people do to resist using things that make their life easier yet are harmful to the environment?
 - b. Connect
 - How can we make necessities like clothes sustainably?
 - What can be done to protect workers in extreme environments?
 - How can the lack of labor laws and unions lead to slave-like working conditions?
 - How does sending our waste to other countries lead to modern day colonialism?
 - How do current climate patterns affect conflict and cooperation?
 - c. Evaluate
 - What are other ways we can slow climate change?
 - d. Act
 - How would the future of our planet's health improve if we change our attitudes and laws on the production and use of single use plastic and begin using sustainable materials?
 - How could we change our relationship with fossil fuels to impact the climate crisis?
6. Extension Activity
- Use the research notes from the Pulitzer Center articles to develop, write, and publish news stories for our school newspaper. Publish on school and library websites.

Lesson Plan Template

Directions: Use the table to craft your lesson plan.

Objectives (3 - 5)	
<p>Warm Up <i>Students make personal connections and/or activate prior knowledge of a theme, event, or idea using multimedia sources and/or statistics</i></p>	<ol style="list-style-type: none"> 1. Introduce Pulitzer Center website and organization. 2. Define journalism and underreported stories. 3. Watch a video of underrepresented news stories so students can get a clearer grasp of what this means. 4. Optional activity to post in Google Classroom: analyze how underreported stories differ from other news stories. Printable version. 5. Practice navigating site. 6. Choose any article to read.
Introducing the Lesson	
<p>Key Terms <i>Identify words that are central to the issues being discussed and the reporting student will read.</i></p>	<p>East, South, and Southeast Asia Middle East journalism journalistic standards news organizations underreported stories climate refugee climate migrant climate reporting labor migrants typhoon garment Kafala system of labor sponsorship (modern slavery) climate pledge sustainably/sustainability</p>
<p>Current Event <i>Succinctly describe the event or topic and provide context for that event by unpacking the</i></p>	<p>China banned plastic waste imported from wealthy countries, so they targeted poorer developing nations. Indonesia has now tightened its regulations to help stop the influx of plastic waste across its borders.</p>

<p><i>interconnected, systemic issues that have driven that event.</i></p> <p>Build background knowledge to provide context:</p> <p>Why does half of the world's used plastic end up in China?</p> <p>How China's ban on importing waste has stalled global recycling</p> <p>Cambodia sets course for sustainable, circular textile industry</p>	<p>Factories in Cambodia's garment district use illegally sourced wood for the clothing manufacturing process. Poor villages risk their lives to find scarce trees. Garment industry association denies use of forested wood.</p> <p>Nearly half a million Nepali migrant laborers, over the past decade, have moved to middle east countries like Qatar, where they have helped build the stadiums, hotels, transport systems and entertainment venues for the men's World Cup soccer championship. Climate-driven migrant laborers are vulnerable and often exploited because in the gulf organized labor unions are illegal.</p> <p>Typhoon season in the Philippines demonstrates how more severe weather will continue to impact our planet and the communities that inhabit it. Intensity of typhoons has increased due to climate change. Typhoons cause millions in damage.</p>
<p>Pause to Process Emotions <i>Craft some questions or prompts to help students take a moment to process their emotions in community with one another.</i></p>	<p>SEL Activities What are some positive gains we are making in the fight against climate change? Find examples.</p> <p>Discuss where and how effects are slowing in some cases.</p> <p>Focus on the good and how it is not a lost cause.</p> <p>Show a video with examples of positive changes.</p> <p>Allow time for discussions to express any feelings and concerns. Class jamboard.</p> <p>US Department of State commitment to preserving our planet</p> <p>USAID Climate Strategy</p> <p>UN Climate Action Show <i>Now Must Be the Time for Action</i> video.</p>

Pulitzer Center Reporting	
<p>Underreported Story 1</p> <p>Notes Underwater</p> <p>Project</p>	<p>Title: Notes Underwater (Philippines)</p> <p>Summary:</p> <p>Typhoon season in the Philippines offers an alarming window into the future of our planet and the communities that inhabit it.</p>
<p>Underreported Story 2</p> <p>Indonesia Cracks Down Scourge on Imported Plastic Waste</p>	<p>Title: Indonesia Cracks Down on the Scourge of Plastic Waste</p> <p>Summary:</p> <p>When China banned plastic waste imports in 2018, exporters in wealthy countries targeted other developing nations. Faced with an unending stream of non-recyclable waste, Indonesia has tightened its regulations and has begun to make progress in stemming the plastics flow.</p>
<p>Underreported Story 3</p> <p>Forests in the Furnace: Cambodia's Garment Sector Is Fueled by Illegal logging</p>	<p>Title: Forests in the Furnace: Cambodia's Garment Sector Is Fueled by Illegal logging</p> <p>Summary:</p> <p>A Mongabay investigation has found factories in Cambodia's garment sector are fueling their boilers with wood logged from protected areas.</p>
<p>Underreported Story 4</p> <p>Climate Change Drove Nepali Workers to Qatar to Build World Cup Stadium</p> <p>Project</p>	<p>Title: Climate Change Drove Nepali Workers to Qatar to Build World Cup Stadium</p> <p>Summary:</p> <p>Nearly half a million Nepali migrant laborers, over the past decade, have moved to middle east countries like Qatar,</p>

	<p>where they have helped build the stadiums, hotels, transport systems and entertainment venues for the men's World Cup soccer championship. Climate-driven migrant laborers are vulnerable and often exploited because in the gulf organized labor unions are illegal.</p>
<p>Discussion Questions</p>	
<p>Understanding the story <i>Write 2 -3 comprehension questions.</i></p>	<p>What can people do to resist using things that make their life easier yet are harmful to the environment?</p> <p>How can government agencies control the misuse of environmental resources?</p>
<p>Connecting to the story <i>Write 2 - 3 questions that help students connect with the experiences of people most impacted by the issues in the articles.</i></p>	<p>How can we make necessities like clothes, sustainably?</p> <p>What can be done to protect workers in extreme environments?</p> <p>How can the lack of labor laws and unions lead to slave-like working conditions?</p> <p>How does sending our waste to other countries lead to modern day colonialism?</p> <p>How do current climate patterns affect conflict and cooperation?</p> <p>How does climate change disproportionately impact global communities and what accounts for that disproportionality?</p>
<p>Evaluating the story <i>Write 2-3 questions that encourage students to connect the story to their understanding of a systemic issue and/or highlight underreported elements of a larger issue.</i></p>	<p>What are other ways we can slow climate change?</p> <p>What are ways the climate crisis impacts us in our daily lives?</p>

<p>Acting on the story Write 2-3 questions that inspire students to follow curiosities and/or list solutions to problems described in the story.</p>	<p>How would the future of our planet's health improve if we change our attitudes and laws on the production and use of single use plastic and begin using sustainable materials?</p> <p>How could we change our relationship with fossil fuels to impact the climate crisis?</p>
<p>Extension Activities: now that I care about it, what am I going to do now - incorporate arts, use reporting methods to ask students to demonstrate their learning, i.e., infographics or interviewing kids, etc.</p>	
<p>Extension Activity 1</p>	<p>Publish a news story</p> <p>Use Pulitzer Center news stories and Gale Middle School database to research and gather information. Use the notes and sources to write a news story. This can be published on the library website, school website, and in the school newspaper.</p>
<p>Extension Activity 2</p>	<p>Interview families about practices that help reduce waste, use less plastic and fossil fuels, buy garments that are eco-friendly, consider how products are packaged, buy sustainable products such as bamboo.</p> <p>Develop a community plan to make changes that mitigate the negative effects of climate change.</p> <p>Develop a podcast to interview community members.</p>

Assessing Student Learning

In what ways do you plan to assess student learning through this lesson plan? (rubric, collecting and scoring discussion question-driven written responses, exit tickets, participation, etc.)

Students will use a checklist to track their progress throughout the unit. The following templates are available at the end of the lesson plan:

- *News Story Research Note Catcher*
- *News Story Template*
- *Rubric for News Story*

Plan for implementation

Week 1

Explore Pulitzer Center site: Issues, subtopics, articles/news stories

Journalistic standards

News organization investigation activity

Week 2

Research, take notes, gather sources in Pulitzer Center, Gale Middle School database, Britannica Image Quest

Week 3

Write news story using research notes

Peer editing (Praise, Questions, Suggestions)

Week 4

Publish new story in school media

News Report

Describe your plan to teach this lesson; Provide the context and how it may align with your vision for instruction this academic year.

I have already completed a version of this lesson using self-selected issues, sub-topics, and articles from Gale Middle School Library database and from the Pulitzer Center. In 6th grade, we used the basis of this project to complete a unit on various underreported stories. This cycle, I will teach another 6th grade group and use the articles and questions in this lesson to conduct the research unit. Again, it will culminate with publishing student-created news stories. Next semester, I can do this activity with 5th and 7th grade students. I have started a version of this with 8th grade students also, as an elective class. They are selecting the issue, location, topics, though they are using the Pulitzer Center articles in their research.