

UNIT OVERVIEW

Unit Length	Three weeks (Four lessons and a culminating project) Each lesson should be implemented over a couple of 50-minute class periods.
Grade Level(s)/Course(s)	10th Grade World History
Subject(s)/Area(s) of Focus	History, Climate Justice, Ethnic Studies
Unit Overview	<p>In this unit, students will analyze the historical context that has led to the current climate crisis. Students will engage with contextual pieces that include industrialization and capitalism, redlining and food deserts, and systemic climate injustice. Students will explore resources first through the themes and guiding questions presented in <i>The 1619 Project</i> to understand how systems of capitalism, sugar production, and redlining have led to injustices today. Students will also begin to study Black, Indigenous, and Persons of Color (BIPOC) climate justice activists who have contributed to the climate justice movement. Then students will be able to explore their own neighborhoods and communities and ask critical questions of how these systems of climate justice and injustice have impacted their own lives.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is climate justice? What is climate injustice? ● How did capitalism and industrialization lead to our current climate crisis? ● Who are some of the current BIPOC climate justice leaders? ● How does the climate crisis impact you? How does it show up in your community? ● How are climate crises affecting other communities in similar and/or different ways?
Objectives & Outcomes	<p>At the completion of this unit, students will be able to...</p> <ul style="list-style-type: none"> ● Understand the meaning of industrialization and capitalism, its historical context and current effects on society. ● Critically analyze systems of food inequity and redlining through the lenses of <i>The 1619 Project</i> essays “Sugar” by Khalil Gibran Muhammad and “Traffic” by Kevin Kruse. ● Explore the stories of current BIPOC climate activists and their contributions to the movement. ● Reflect on how climate crises and historical injustices have impacted their own neighborhoods and communities.
Standards	Learning for Justice Social Justice Standards

	<ul style="list-style-type: none"> • Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. • Students will respond to diversity by building empathy, respect, understanding and connection. • Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
<p>Facilitation Resources</p>	<p><i>The 1619 Project</i> Resources:</p> <ul style="list-style-type: none"> • About <i>The 1619 Project</i> Pulitzer Center • Hulu Docuseries (“Capitalism” Episode) • “Traffic” by Kevin Kruse for <i>The 1619 Project</i> from <i>The New York Times Magazine</i> • “Sugar” by Khalil Gibran Muhammad for <i>The 1619 Project</i> from <i>The New York Times Magazine</i> <p>Videos:</p> <ul style="list-style-type: none"> • “How Redlining Shaped Black America As We Know It Unpack That” from <i>The Root</i> • “High School Science Series - Redlining and Rising Temperatures: The Inequities of Extreme Heat” from the Museum of Science • “Leah Thomas Talks Environmental Justice Black Women Are the Blueprint” from <i>Now This Impact</i> • “This 16-Year-Old Indigenous Activist is Fighting for Environmental Justice” from <i>NowThis</i> • “Trying to Eat Healthy in a Food Desert” for <i>Vice News</i> • Is it time to reassess our relationship with nature? BBC Ideas • Right Relationship by Peter G. Brown (BK Currents Book) • At the Heart of the Matter: The Right Relationship with Change • CORRINA GOULD on Settler Responsibility and Reciprocity [ENCORE] /277 <p>Teaching Materials:</p> <ul style="list-style-type: none"> • Unit 1 Vocabulary [.pdf][.docx] • Climate Change Four Corners [.pdf][.docx] • Thingamabob Game [.pdf][.docx] • Worksheet:<i>1619 Project</i> “Capitalism” Documentary [.pdf][.docx] • Rubric for discussion related to <i>The 1619 Project</i> [.pdf][.docx] • Traffic and Sugar Case Studies Worksheet [.pdf][.docx] • Stories from the Climate Crisis: A Mixer from Zinn Education Project • Unit 2: Lessons 1&2 Climate Change Mixer [.pdf][.docx]

<p>Important Teaching Notes</p>	<p>Teaching the content mindfully: (adapted from the Woodburn School District)</p> <ul style="list-style-type: none"> ● Create community agreements well in advance of the unit and revisit them before and when needed throughout the unit. ● Tell students, “These texts may contain information that is triggering or painful. We may experience some productive discomfort. It is critical that we take great care of one another and be mindful of others' reactions. Pay attention to body language and give each other an incredible amount of grace. Prioritize your needs and be mindful of the needs of others.” ● Be mindful of <i>The 1619 Project</i>'s use of language. For example, use the term “enslaved human beings” instead of the term “slaves.”
<p>Performance Task(s)</p>	<p>Community Mapping Project (Project linked in lesson plans below)</p> <ul style="list-style-type: none"> ● In this project students will do the following: <ul style="list-style-type: none"> ○ Fill out a community climate justice checklist which indicates what resources students may or may not have in their communities that are connected with the climate. ○ Draw out a neighborhood map that includes key places that either help or hurt climate justice in their area. ○ Write a letter to a city official advocating for one of the following: <ul style="list-style-type: none"> ■ Food desert solution (more clean, healthy grocery and food options) ■ Better education system (clean, safe and community driven libraries/community events) ■ Movement of railroads/factories/other industrial things that lead to air pollution ■ A climate justice issue of your choice that impacts your local community <p>Climate Justice Final Project Description [.pdf][.docx] Climate Justice Final Project Rubric [.pdf][.docx]</p>
<p>Assessment(s)</p>	<ul style="list-style-type: none"> ● Educator evaluation of Reading/Documentary assignments throughout the unit ● Climate Activist Profile Assignment ● Community Mapping Project [.pdf][.docx] ● Climate mapping rubric [.pdf][.docx] ● In class discussions <ul style="list-style-type: none"> ○ Rubric for discussion related to <i>The 1619 Project</i> [.pdf][.docx] ● Exit ticket rubrics embedded in each worksheet

DAILY LESSONS AND RESOURCES

Lesson 1: Introduce the terms “Industrialization” and “Capitalism’: Causes of Climate Injustice

Lesson Objective(s) or Essential Question(s)
Length: 1 class period (50-60 min)
Objective: Students will be able to understand the meaning of the terms “industrialization” and “capitalism,” historical context for both terms, and explore current effects of both on society Essential Question: How did capitalism and industrialization lead to our current climate crisis?
Lesson Materials & Resources
Resources: <ul style="list-style-type: none">- Unit 1 Vocabulary [.pdf][.docx]- Climate Change Four Corners [.pdf][.docx]
Lesson Activities
<p>Grounding: Students reflect on the following question: <i>What do you know about climate change and what questions do you have about climate change?</i></p> <p>Students reflect and write independently for 5 minutes. Then they can share their responses in pairs. Volunteers can share with the whole group. (12 min)</p> <p>Group Learning: Students review the Unit Vocabulary Worksheet. Choose a vocab word to analyze together as an example. Then students can finish activities in the vocabulary worksheet for homework. (5 min)</p> <p>Students then participate in the four corners of climate change activity.</p> <ol style="list-style-type: none">1. Have students fill out the four corner worksheet for 5 minutes.2. Pre-post signs around the classroom with the four corner options. Once students have completed the worksheet, read aloud one of the statements and have students choose their corner. Make sure you have the statement posted either on a slide or board.3. Give students 10 minutes in groups to discuss. Next, have one representative from each group share out.4. Proceed and do as many statements as you can. If a student is alone in a group, move them to the nearest group that matches their answer. (30 min) <p>Independent Reflection: Have students independently write and reflect on what they took away from the four corners discussions. (5 min)</p>

Lesson 2: Introduce the terms “Industrialization” and “Capitalism”: Causes of Climate Injustice (pt 2)

Lesson Objective(s) or Essential Question(s)
Length: 1 class period (50-60 min)
Objective: Students will be able to understand the meanings of industrialization and capitalism, the historical context that led to increased industrialization, and the current effects of industrialization and capitalism on society Essential Question: How is our current climate crisis connected to capitalism and industrialization?
Lesson Materials & Resources
Resources: - Thingamabob Game [.pdf][.docx]
Lesson Activities
Grounding: Students reflect on the following question: <i>What is your definition of capitalism? What is your definition of industrialization?</i> Students should reflect and write independently for 5 minutes. Then they can share their responses in pairs. Volunteers can share with the whole group. Optional: The teacher can also prepare definitions to share with students. (12 min) Group Learning: Students will review the instructions for the Thingamabob game. The game asks students to imagine they are a company working to create a profit by producing thingamabobs. In each round, students will need to consider how they balance a need to make profits with the impact their production is having on the environment. They will need to choose a company name and roles. Then they will have 30 minutes to complete the task of the game. The teacher will facilitate each round of the game until the winners are chosen. (40 min) Independent Reflection: Have students independently write and reflect on what they took away from the activity. Have them also reflect on if their definition of capitalism changed after the activity. (5 min)

Lesson 3: Intro Industrialization and Capitalism: Causes of Climate Injustice (pt 3)

Lesson Objective(s) or Essential Question(s)
Length: Multiple class periods (50-60 min) (2-3 class sessions)
Objective: Students will be able to understand the meaning of the terms “industrialization” and “capitalism,” historical context for both terms, and explore current effects of both on society Essential Question: How did capitalism and industrialization lead to our current climate crisis?
Lesson Materials & Resources
Resources: <ul style="list-style-type: none">- Worksheet: <i>1619 Project</i> “Capitalism” Documentary [.pdf][.docx]- Rubric for discussion related to <i>The 1619 Project</i> [.pdf][.docx]- About The 1619 Project Pulitzer Center
Lesson Activities
<p>Grounding: Students reflect on the following “do now questions,” which are on the “Capitalism” documentary worksheet.</p> <ul style="list-style-type: none">● What is capitalism? What connotation(idea or feeling) does the word have for you?● Some of the history and personal stories told in this video are hard to listen to because they describe painful events. What can we do to take care of ourselves when something is both important to hear and difficult to listen to? <p>The teacher uses the following steps to describe the mission and elements of <i>The 1619 Project</i>, and that the documentary students will explore from <i>The 1618 Project</i> explores capitalism more in depth, and through the lens of experiences of Black Americans. (12 min)</p> <ul style="list-style-type: none">● Explain that students will be exploring a documentary that is part of a larger initiative called <i>The 1619 Project</i>● Use the information page About The 1619 Project Pulitzer Center to introduce the themes and guiding questions from the Project.● Ask students to predict how they think the <i>1619 Project</i> documentary episode “Capitalism” may connect to the guiding questions and themes from the project. <p>Group Learning: Teacher will review and walk through the document, “Worksheet: 1619 Project Capitalism Documentary” and describe where pauses will be made to reflect and answer questions. Play the documentary and stop according to the document. (40 min)</p> <p>Pair/Small group Reflection: Have students independently write and reflect on what they took away</p>

from the documentary so far in pairs. **(10 min)**

****Continue this process of walking through the documentary/worksheet until students finish the episode. This will likely take multiple class periods. At the end of the documentary, facilitate a discussion on what students learned and what they think about differently in regards to Capitalism. You can use the following questions to discuss and reflect.**

- How has your view on capitalism changed after watching this documentary?
- What impact did capitalism have on the Black Americans in the film?
- What relationship do you see between capitalism and systemic racism?
- What experiences have you had or witnessed around capitalism?
- How did you see the systems and stories presented in the documentary connect to the causes and impacts of climate change?

Lesson 4: Sugar and Transportation: How Historical pieces have led to food and environmental injustice

Lesson Objective(s) or Essential Question(s)
Length: 1 class period (50-60 min)
<p>Objective: Students will be able to critically analyze systems of inequity and redlining through the lenses of the chapters <i>Sugar</i> and <i>Traffic</i>.</p> <p>Essential Question: How can we investigate the origins of sugar and traffic and understand their connections to enslavement, capitalism, labor exploitation, and climate change?</p>
Lesson Materials & Resources
<p><i>The 1619 Project</i> Resources:</p> <ul style="list-style-type: none"> - "Traffic" by Kevin Kruse for <i>The 1619 Project</i> from <i>The New York Times Magazine</i> <ul style="list-style-type: none"> - An essay that uses traffic congestion in Atlanta as a lens to explore the intertwined histories of infrastructure and racial inequality in the United States. - "Sugar" by Khalil Gibran Muhammad for <i>The 1619 Project</i> from <i>The New York Times Magazine</i> <p>Other Resources: Traffic and Sugar Case Studies Worksheet [.pdf][.docx]</p>
Lesson Activities
<p>Grounding: Students should reflect on the following questions, which are on the Traffic and Sugar Case Studies worksheet. Students can share their responses in small groups. (12 min)</p> <ul style="list-style-type: none"> • Write the word traffic and put a circle around it below. Then, make a wordcloud that connects any words you can think of that might connect traffic to injustice in the United States. • Write the word sugar and put a circle around it below. Then, make a wordcloud that connects any words you can think of that might connect traffic to injustice in the United States. <p>Group Learning: Communicate to students that the goal of today’s exploration is to connect issues surrounding enslavement, capitalism, labor exploitation, and climate change to two things most people have likely experienced in their everyday lives: traffic and sugar. Every student has most likely eaten something with sugar, and every student has most likely sat in traffic before. How might sugar and traffic connect to climate injustice and histories of exploitation? Students will explore this question through analysis of two essays from <i>The 1619 Project</i>.</p> <p>Independent Learning: Teacher will review and walk through the Traffic and Sugar Case Studies document and do an example</p>

together. They will first work on the definitions portion before continuing to the reading. Students will then work on the document independently for the remainder of class. They can finish the rest for homework. (40 min)

Pair/Small group Reflection: Have students independently write and reflect on what they took away from the reading so far in pairs. **(10 min)**

Lesson 5: Sugar and Transportation: How Historical pieces have led to food and environmental injustice (pt 2)

Lesson Objective(s) or Essential Question(s)
Length: 1 class period (50-60 min)
Objective: Students will be able to critically analyze systems of inequity and redlining through the lenses of the chapters “ <i>Sugar</i> ” and “ <i>Traffic</i> ” from the book <i>The 1619 Project: A New Origin</i> . Essential Question: How can we investigate the origins of sugar and traffic and understand their connections to enslavement, capitalism, labor exploitation, and climate change?
Lesson Materials & Resources
Resources: Stories from the Climate Crisis: A Mixer from Zinn Education Project Unit 2: Lessons 1&2 Climate Change Mixer [.pdf][.docx]
Lesson Activities
Grounding: Students should reflect on the following “Do Now” questions which are on the Unit 2: Lessons 1&2 Climate Change Mixer worksheet. Students can share their responses in small groups. (12 min) <ul style="list-style-type: none">• How has this Climate Justice unit been for you so far?• What have been the most interesting and useful things you have learned?• What would you change about the unit? Is there any other feedback you would like to share with me? Group Learning: (40 min) <p>Teacher will review and walk through the Climate Change Mixer exercise from the Zinn Education Project and do an example together. The activity asks students to take on one of 23 roles outlined in the resource above and then to imagine how that person has been impacted by climate change. Students will then engage in the mixer using the questions in the Unit 2: Lessons 1&2 Climate Mixer worksheet to learn about the characters other students have explored and how those characters have been impacted by climate change. In the span of 5 minutes, each student will:</p> <ul style="list-style-type: none">-find a person to answer one of the questions-practice close listening to learn their story-fully answer one question by recording their partners response Pair/Small group Reflection: Have students independently use the worksheet to share responses to the following reflection questions about what they took away from the climate mixer so far in pairs. (10 min) <ul style="list-style-type: none">• Whom did you meet, or which situations did you hear about that surprised you? Did you have any “aha!” moments while talking with people? Write 3+ sentences.• Did anyone make you angry? Who and why did they make you angry? Write 2+ sentences.

- What themes or patterns seemed to come up in your conversations? Write 3+ sentences.
- Whom did you meet or which situations did you hear about what gave you hope? Write 3+ sentences.

Exit Ticket: Allow students to complete the following exit ticket on the worksheet. **(5 min)**

- How do factors such as where people live, their job, and the amount of money they have influence how they are impacted by climate change? Use specific conversations during the mixer to back up your answer. Write a two paragraph response that:
 - Addresses every part of the prompt in full and complete sentences.
 - Thoughtfully reference evidence from conversations you had with least two people you talked to in the Climate Change Mixer
- A rubric for evaluating the exit ticket is included in the worksheet.

Lesson 6: Sugar and Transportation: How Historical pieces have led to food and environmental injustice (pt 3)

Lesson Objective(s) or Essential Question(s)
Length: 1 class period (50-60 min)
<p>Objective: Students will be able to critically analyze video clips exploring definitions of right relationship with the earth and evaluate how these resources present challenges/solutions connected to <i>The 1619 Project</i> essays on sugar and traffic.</p> <p>EQ: How can we investigate the origins of sugar and traffic and understand their connections to enslavement, capitalism, labor exploitation, and climate change?</p>
Lesson Materials & Resources
<p>Right Relationship Viewing Guide [.pdf][.docx] Clips from the following videos on YouTube: Is it time to reassess our relationship with nature? BBC Ideas Right Relationship by Peter G. Brown (BK Currents Book) At the Heart of the Matter: The Right Relationship with Change CORRINA GOULD on Settler Responsibility and Reciprocity [ENCORE] /277</p>
Lesson Activities
<p>Grounding: Students should reflect on the following do now questions, which are on the Right Relationship Viewing Guide worksheet. Students can share their responses in small groups. (12 min)</p> <ul style="list-style-type: none"> • What do you think “right relationship” with the earth and each other means? What would this look like? How will we know if we are in it? <p>Group Learning: Teacher will review and walk through the Right Relationship Viewing Guide exercise, which asks students to review four video clips and respond to the questions:</p> <ul style="list-style-type: none"> • What do each of these videos/speakers say about our current relationship with the earth? • What do you think they imagine a ‘right relationship’ with the earth to be?” <p>Students will complete the exercise in pairs. Encourage students to bring their analysis from the sugar and traffic readings to connect to the videos. Then, once completed, students will join another pair to make groups of four and complete the following poster assignment on the viewing guide. (40 min)</p> <ul style="list-style-type: none"> • After watching each of these people, and talking with your group, re-answer this question <i>as a group</i> – what does your group think “right relationship” looks and feels like? Write your answers down here and then <i>make a poster</i> (colorful! big bold letters! drawings!) that demonstrates your groups answer to this in a visual way <p>Whole Class Reflection and Sharing: Have each group share their poster. (15 min)</p>

Lesson 7: Community Mapping Project

Lesson Objective(s) or Essential Question(s)
Length: Multiple class periods (50-60 min) (5-6 class sessions)
<p>Objective: Students will be able to reflect on how the climate crisis and historical injustices have impacted their own neighborhoods and communities</p> <p>Essential Question: How does the climate crisis impact you? How does it show up in your community?</p>
Lesson Materials & Resources
<p>Climate Justice Final Project [.pdf][.docx]: In this project students will do the following:</p> <ul style="list-style-type: none"> ● Fill out a community climate justice checklist which indicates what resources students may or may not have in their communities that are connected with the climate ● Draw out a neighborhood map which includes key places that either help or hurt climate justice in their area ● Write a letter to a city official advocating for one of the following: <ul style="list-style-type: none"> ○ Food desert solution (more clean, healthy grocery and food options) ○ Better education system (clean, safe and community driven libraries/community events) ○ Movement of railroads/factories/other industrial things that lead to air pollution ○ A climate justice issue of your choice that impacts your local community ● Students will then share their projects with the class during presentations through a visual (presentation, slides, prezi, poster, video documentary...etc). <p>CJ Project Rubric [.pdf][.docx]</p>
Lesson Activities
<p>Grounding: Have students reflect on what takeaways they have had from the unit so far. (5 min)</p> <p>Group Learning: Review the Climate Justice Final Project and the section due dates. Have students work on the sections in class sessions. Facilitate individual check-ins throughout to make sure students are on track. Follow the following section guide and change the dates according to when your project is taking place.</p> <ul style="list-style-type: none"> ● Section 1: End of Class Friday, September 22nd ● Section 2: End of Class (or by Midnight) on Monday, September 25th ● Section 3: End of Block Day, September 19th (P1, P2) or 20th (P4, P5) ● Section 4: End of Class Thursday, September 28th ● Section 5: End of Class Friday, September 29th ● Section 6: Finished with Full Project by Monday, October 2nd