

## Understanding Environmental Racism

### A 1619 Global Connections Collection Guide

*This thematic guide was created as a resource for the [1619 Global Connections Series](#). It highlights 1619 Project materials, Pulitzer Center journalism, and curricular resources connected to the theme of Understanding Environmental Racism. The 1619 Global Connections Series was a professional development series designed to equip educators with resources and strategies for connecting themes from The 1619 Project to underreported stories on pressing global issues.*

### Structure

During the Understanding Environmental Racism Global Connections Workshop, educators explored ways to use *The 1619 Project*, other journalism projects, and creative tools to engage students in critical thinking about the human impacts of climate and environment. Educators engaged with the question of how journalism can help students understand the racialized impacts of climate change on a local and global scale. This digital version of the Global Connections Series audience guide showcases the resources curated for the workshop and supports educators' continued exploration of the same question.

- The Questions for Consideration section includes questions developed for audience reflection and discussion during the workshop.
- The 1619 Materials section highlights individual essays, creative works, and digital media from *The 1619 Project* related to the theme of Environmental Racism.
- The Pulitzer Center Journalism section includes the stories used to anchor the workshop conversation and other tools to support climate and environment reporting.
- The Curricular Resources section spotlights lesson plans and other instructional material related to the theme of environmental racism.

## Questions for Consideration

*The questions below can support educator reflections about why climate and environment can be critical issues to explore with students and the important role journalism can play in that exploration. Educators new to The 1619 Project can also explore our [Tips for Teaching 1619](#) to support utilization of these resources in a way that connects and empowers all students in the learning environment.*

### Before Resource Exploration

- How familiar are you with issues of climate and environment?
- How equipped do you currently feel to talk to your students about issues of climate and environment?
- How equipped do you currently feel to talk to your students about legacies of slavery?
- What are you personally hoping to take away from your exploration of this resource guide?

### After Resource Exploration

- Finish the sentence: "Students can benefit from learning about climate and environment issues because..."
- Finish the sentence: "Students can benefit from learning about issues of racial justice because..."
- How do the resources included in this guide align with the work you do in your classroom or learning community? Think in terms of goals, values, and academic standards.
- What are you inspired to do or explore after engaging with these resources?

## 1619 Materials

*These materials from The 1619 Project can be used to help students think critically about the ways in which things like economic policy, urban planning, and institutionalized racism impact the health of the environments we live in and heighten the risk and damage from climate disasters. The highlighted materials are not an exhaustive list and should be used as supplementary to other learning tools. Educators can find detailed resource guides for these and most 1619 Project materials in our [1619 Project Resource Guide Collection](#).*

### From the Original Publications in *The New York Times Magazine*

- [“The Idea of America”](#) by Nikole Hannah-Jones
- [“Traffic”](#) by Kevin Kruse
- [“Sugar”](#) by Khalil Gibran Muhammad
- [The Broadsheet](#) curated by Mary Elliott

### From the 1619 Podcast by *The New York Times*

- Episodes 5 & 6: “The Land Of Our Fathers”

### From “*The 1619 Project: A New Origin Story*”

- “Democracy” by Nikole Hannah Jones
- “Sugar” by Khalil Gibran Muhammad
- “Dispossession” by Tiya Miles
- “Traffic” by Kevin Kruse
- “At the Superdome After the Storm has Passed” by Clint Smith

### From the 1619 Hulu Docuseries

- Episode 6: “Justice”

## Pulitzer Center Journalism

The focus story below is the one highlighted as a part of the Understanding Environmental Racism Global Connections workshop. The journalist conversation about this reporting is available as a [Webinar On Demand](#). You can find additional reporting related to this issue at [pulitzercenter.org](https://pulitzercenter.org).

### Focus Reporting

- [Allensworth Rising: A Fight for Water](#) by Neenma Ebeledike

### Additional Resources

- [Pulitzer Center Racial Justice Reporting](#)
- [Pulitzer Center Climate and Environment Portal](#)
- [Climate & Environment Reporting Toolkits and Methodologies](#)

## Curricular Resources

These curricular resources are curated from the lesson libraries on the 1619 Education and Pulitzer Center websites. The resources can support classroom engagement with either 1619 Project material or Pulitzer Center supported journalism connected to the key focus area. The curricular resources can help strengthen skills such as critical thinking, media literacy, communication, and empathy.

### From the 1619 Education Materials Collection

- [The Intersections of Racial and Climate Justice](#)
- [There Cannot Be Climate Justice without Environmental Justice](#)

### From the Pulitzer Center Lesson Library

- [Through Study, Art, Action: Raising Awareness of Environmental Racism](#)
- [Community Care Through Climate Justice](#)
- [Our Global City: Using Underreported Stories to Report on Local Issues](#)
- [Unhomed: How Issues of Place Displace African Americans](#)
- [Leveraging Our Place: Native Nations and Land-Grab Universities](#)