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EDUC 4337

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| **Lesson Title:** Environmental Cartoons |  **Date:** Day 3 |
| **Unit Title:** Environmental Justice |  **Subject:** 7th grade social studies |

**Objectives/Learner Outcomes and Assessments** (formal and informal)

* 1. By the end of the lesson, students will
* analyze the visual composition of an editorial cartoon
* understand how a cartoon uses satire to make a political statement
* interpret images and text in an editorial cartoon
* Consider multiple perspectives of a single event
* Create political cartoons
	1. For each of the above outcomes, what DATA or EVIDENCE will you use to evaluate each of your learning outcomes (be sure to address this for each outcome)? (Give a brief description)
* Written discussions on cartoon displays
* Whole class discussions
* Cartoons

**Standards Addressed**

DPI.SS.A.8.6 Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation

DPI.SS.B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians

DPI.SS.B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

DPI.SS.E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals

DPI.SS.E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society

[CCSS.ELA-Literacy.RI.7.6](http://www.corestandards.org/ELA-Literacy/RI/7/6/) Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**Materials/Resources/Technology**

* Class definition of environmental justice
* Large copies of the cartoons (below) hung on walls around the room
* Markers
* Plain paper

# Section B: Introduction to Lesson

Purpose:

Today we will continue exploring environmental justice by examining related issues presented as satire in political cartoons.

Prior learning:

During the last class, students began exploring environmental justice, particularly in connection to their own communities. This lesson will depend on those understandings to learn about how other marginalized groups around the world are impacted by environmental injustices. Other key ideas that will be drawn upon include understanding of climate change and marginalization. Students are also experienced in analyzing news sources and perspectives.

**Section C: Content/Procedures/Sequence**

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| Content outline | Instructional strategies/learning tasks/sequence of activities (include what you *and* the students will be doing that supports diverse student needs) |
| Bell Activity(10 min)Cartoons(20 min)Class Discussion(10 min)Application Activity(20 min) | As students enter, take out a piece of scrap paper and respond to: What does environmental justice mean to you? Discuss responses with whole class. Clarify any misconceptions. Notice any trends or special interests that can be related back to later in lesson.*Around the room, there are five different political cartoons. Political cartoons are typically published in the opinion subject of a newspaper and use satire to express a strong opinion on a topic. These type of cartoons don’t have to be funny, but they are usually sarcastic. Each of these cartoons is related to environmental justice.* *We are going to engage in an interactive gallery walk. Everyone will have a marker and will walk between the cartoons, silently reading and thinking about them. You will write any ideas, questions, comments, connections you have on the paper around the cartoon. Think: do you like the cartoon? Is it funny? Depressing? True? how is this related to environmental justice? Can you think of any connections to any of the types of environmental injustice we’ve looked at already? Any connections to your own experiences/ community? What other social issues do the cartoons deal with?**Remember, we will do this silently. You will be communicating through writing. We’ll take about 15 minutes to do this, so spend enough time at each cartoon but make sure you get to them all.*Ask students to respond to one cartoon they found most intriguing. Comment on interesting ideas written around it. What themes are there in all cartoons? What’s the purpose of this type of media? Is this enough, or should we do more about the issue? Can we talk about environmental justice on its own, or do we have to simultaneously examine other social issues? (poverty, racism)Using blank white paper and markers provided, students will draw their own political cartoons. Cartoons should: be related to environmental justice; use both words and pictures; be relevant in some way to a community the student belongs to (family, neighborhood, city, country) |

**Section D: Closure**

Today we continued exploring environmental justice by examining related issues presented as satire in political cartoons.

Assignment

Student’s cartoons drawn during class act as this lesson’s independent assignment. They will be collected and be used as a formative assessment for today’s objectives. Cartoons will then be displayed around the classroom and be used as a tool as we continue exploring environmental justice.

   