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EDUC 4337

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| **Lesson Title:** Impact of Natural Disasters | **Date:** Day 2 |
| **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
* Compare and contrast news articles
* Consider multiple perspectives of a single event
* Examine the impact natural disasters have on marginalized communities
* Explain how the media perpetuates environmental injustice
* Create hypothetical news stories
  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)
* Whole class and partner discussions
* News story analysis worksheets
* Hypothetical news stories writing activity

**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.7.2](http://www.corestandards.org/ELA-Literacy/RI/7/2/) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text

[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.

[CCSS.ELA-Literacy.RI.7.8](http://www.corestandards.org/ELA-Literacy/RI/7/8/) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

[CCSS.ELA-Literacy.W.7.2](http://www.corestandards.org/ELA-Literacy/W/7/2/) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[CCSS.ELA-Literacy.W.7.3](http://www.corestandards.org/ELA-Literacy/W/7/3/) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Materials/Resources/Technology**

* Class definition of environmental justice
* Computer/ projector:
  + <http://www.cnn.com/2015/10/23/americas/hurricane-patricia/>
* Copies of articles for each student:
  + <http://america.aljazeera.com/articles/2015/10/26/mexicans-recover-hurricane-patricia.html>
  + <http://www.latimes.com/world/mexico-americas/la-fg-mexico-patricia-manzanillo-20151025-story.html>
* News analysis worksheet, 2 per student

# Section B: Introduction to Lesson

Purpose:

Today we are examining the impact of Hurricane Patricia and how the media impacts our view of environmental justice.

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) |
| Launch: Hurricane Patricia  (5 min)  Articles  (25 min)  Class Discussion  (15 min)  Application writing activity  (15 min) | Watch CNN video on the storm (3 min)  gage student knowledge of current event through discussion:   * strongest in history * what could have been different? * why was there not more damage? * Who was affected? * would the results be different somewhere else?   *Today we are examining the impact of Hurricane Patricia and how the media impacts our view of environmental justice.*  *As we’ve discussed before, news articles can be written from different perspectives and are subject to bias. It is important to examine this bias and analyze the source while we are reading the news.*  *Today we will read 2 news articles, both about the aftermath of Hurricane Patricia but from different sources with different perspectives. As you read these articles and complete the news story analysis worksheets, think about how this natural disaster relates to environmental injustice. How do the media sources treat any forms of injustice?*  *We will spend 15 minutes silently reading and independently filling out the worksheets. After 15 minutes, we will spend 5 minutes working with the person sitting next to you to discuss and finish the worksheets.*  Ask for volunteers to share what they thought of the articles, difference between the two. From which perspective were each written?  Did you find any environmental injustice in either article? (Al-Jazeera article examines injustice experienced by rural Mexicans—marginalized because underrepresented, often forgotten because not a part of lucrative tourist region; agricultural region depends on ability to produce crops, which is now difficult/ impossible; large storms result of climate change, not directly resulting from actions of this community)  How is this similar to our discussion of pollution in Milwaukee? (marginalized communities affected)  Is environmental injustice present in all natural disasters? (Katrina-- African Americans disproportionately affected; Haiti—lack of infrastructure; same as above, climate change is larger than those affected)  *Your task is to now think of a hypothetical natural disaster that affects humans in some way. Think about how environmental justices is related to this event. Think about different perspectives related to this event. You will write two short news blurbs covering the natural disaster, each from a different perspective. Your blurbs should be a paragraph or two.* |

**Section D: Closure**

Today we examined the impact of Hurricane Patricia and how the media impacts our view of environmental justice. We also practiced taking different perspectives while analyzing natural disasters. It’s important to recognize different perspectives so that we might be able to identify environmental injustice present around the world.

Assignment

Writing activity during class is this lesson’s independent assignment. The news blurbs will be collected and be used as a formative assessment for today’s objectives.

**News Story Analysis**

Directions: Analyze two news stories about the same event in the space below.

Story 1 Headline:

1. Who is the publisher of this news story? Who is the likely audience?
2. According to the story, what happened?

Who:

What:

Where:

When:

Why:

How:

Visuals used (if any):

Background information provided (if any):

1. What are the sources of information for this story?
2. In your view, is any important information missing from this story? If so, what? How could a reporter find this information?
3. How reliable do you think this news story is? Explain