Connor Morris

EDUC 4337

|  |  |
| --- | --- |
| **Lesson Title:** Pollution in Milwaukee |  **Date:** Day 1 |
| **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
* List sources of pollution and their impacts
* Define and describe environmental justice
* Compare maps to locate environmental injustice
* Identify and explain forms of environmental injustice within their own community
	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)
* Collaborative group work
* Informal assessments taken during small group and whole class discussions
* Independent writing activity

**Standards Addressed**

DPI.SS.A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place

DPI.SS.A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment

DPI.SS.B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history

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.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

**Materials/Resources/Technology**

# Pollution chart, one for each group, shown below

* Large version on chart

# Print outs of maps from:

* + <http://scorecardmaps.goodguide.com/AppletPage.jsp?SIZE=300,300&APPLET_SIZE=620,440&VIEW=data/mainland/tri.view&EXTENT=-9795748,5340697,-9761855,5276714>
	+ <http://www.washingtonpost.com/sf/local/2013/11/09/washington-a-world-apart/>
* Handout of questions for each group, listed below

# Section B: Introduction to Lesson

Purpose:
Today we will begin exploring what environmental justice means by looking at how pollution affects different groups here in Milwaukee.

Prior learning:

In class, we’ve discussed inequality and marginalization. Students have also spent time identifying and analyzing the communities they belong to. These topics will be key while identifying sources of injustice and examining the state of environmental justice within their community. The lesson will follow an introduction to climate change and environmental awareness.

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

|  |  |
| --- | --- |
| 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(3 min)Group warm-up(5 min)Chart Activity(10 min)Whole-Class processing(10 min)Map Activity(20 min)Summarize(12 min) | As students enter, take out a scrap of paper and respond to these questions:* What is pollution?
* What are some of its causes?
* What are some effects of pollution?

*Today, we will begin exploring what environmental justice mean. We will do so by think about pollution, and why it affects some groups of people more than others.* *To begin, we will share our responses we wrote for the bell activity with a small group. Move to sit with your group and share what you said.* Group 1: Isabella, Miguel, SamGroup 2: Israel, Beatrice, MarissaGroup 3: Andreas, Sarah, AlexGroup 4: Vicente, Maura, Xavier, DakotaStudents will stay in these groups for the entire lesson. Groups were selected in order to ensure each has a diverse range of academic and social skills. As students discuss, I will move between groups to informally assess student’s understanding of the topic. After discussion, distribute chart handout to each group.*We will now think about who is affected most by pollution. Each group has a chart to organize your ideas. You’ll list the groups of people who are affected in the left-hand column. Next, think about why each is affected and write your ideas to the right.*Example: people with asthma 🡪 b/c health issueAllow time for groups to work together to complete chart. Monitor group work and responses. Ask guiding/probing questions as needed.Groups report out, responses are recorded on large chart on the board.*Did any group list people affected by pollution for any reason other than a health issue?* Discuss. Move toward understanding minority groups are usually affected most. If class does not identify this independently: *I want everyone to add people with low income to the left-hand column. Take 2 minutes to discuss with your group why they are affected.* *What other groups should we now add to the left?**Another type of pollution is hazardous material that originates from brownfields*. Define brownfields and explain how they are related to Milwaukee history. Brainstorm examples present within students’ communities. Distribute copies of the 2 maps and a list of questions to each group.As a whole class, discuss answers to questions. Focus on the last three. Ask: *We looked at pollution from brownfields in Milwaukee. What other sources of pollution exist in Milwaukee? Who lives near those sources? Is there a pattern similar to what we found in the maps?**What is environmental justice?* As a class, agree on a common definition. This definition will be used throughout the unit and regularly referred back to. The definition will become a visual to be hung on a wall. |

**Section D: Closure**

Today, we began exploring environmental justice and how pollution affects different groups. We found that usually marginalized groups, such as people with low income and people of color, are most affected. We will continue to explore this trend.

Before you leave, please take out a piece of paper and write a short paragraph identifying one source of pollution in your community and explain its effect.

|  |  |
| --- | --- |
| People Affected by Pollution | Why they are Affected by Pollution |
|  |  |

|  |
| --- |
| Questions for Group Discussion* What information does each map show?
* What do the yellow dots represent?
* What do you notice about where these are concentrated?
* What do the different shades represent?
* How are these two maps related?
* Write a sentence or two summarizing what the map shows.
* Write a sentence or two explaining why you think the situation that the map shows exists.
* What is unfair about the situation the map shows? Why might it be difficult for the people in the polluted areas to move somewhere less polluted?
* Read the definition of environmental justice: *The fair treatment of people of all races, cultures, incomes and educational levels with respect to the development and enforcement of environmental laws, regulations and policies.* What would a more environmentally just situation look like on the map?
 |