

# Climate Justice Education Project

## Climate Justice Lesson Snapshots

Developed By Chicago Teachers Union  
Members For Earth Week 2023



CHICAGO  
TEACHERS  
UNION



# Climate Justice Education Project

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## A Message from the Officers of the Chicago Teachers Union, Local 1

We are proud to publish these excellent lessons created by incredible Chicago Teachers Union educators who are leading the way to create a Green, Healthy, Anti-racist, and sustainable community school district.

These lessons are ready to implement in classrooms across grade levels, interests, and student concerns. National surveys of students show they want to learn more about climate change, how they can address it, and meet the needs of front-line communities.

Whether it is implementing Green Schools powered by solar energy, HVAC with heat pumps, pipes and paint that are lead-free will ensure that Black and Latine communities with the most significant cumulative impacts get clean air and green energy to power schools and their homes.

We hope these lessons will inspire educators to help our students and school communities to advocate for and realize these necessary changes.



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# Table of Contents

## Climate Justice Education Project (CJEP)

- 1 - Foreword
- 3 - Project Overview
- 6 - Professional Development
- 7 - CJEP Educators 2023

## Lesson Snapshots

- 8 - Implementing Environmental Justice For Visually Impaired Youths
- 9 - Gardening with Littles
- 10 - Reducing Single Use Plastics
- 11 - Planting Our Future
- 12 - Biomes of the World
- 13 - Healthy Start, Healthy Heart
- 13 - Earth Day ~ Litter Leaders
- 14 - Pollution Solution
- 15 - Get Upcycling
- 16 - Trees and Native Plants and Protecting Sanctuaries
- 17 - Breathing Greener Air
- 18 - Measuring Climate Change
- 19 - Public Persuasion and the Climate Crisis
- 20 - Civic Engagement Problem Solving
- 20 - Recycling For Change
- 20 - Community Environmental Injustices
- 22 - We Are Born Resilient!!
- 22 - YOU Be The Media: How Can the Green New Deal Benefit Our Society?
- 23 - It's Not Easy Being Green
  
- 24 - Acknowledgments



# Climate Justice Education Project



## Project Overview

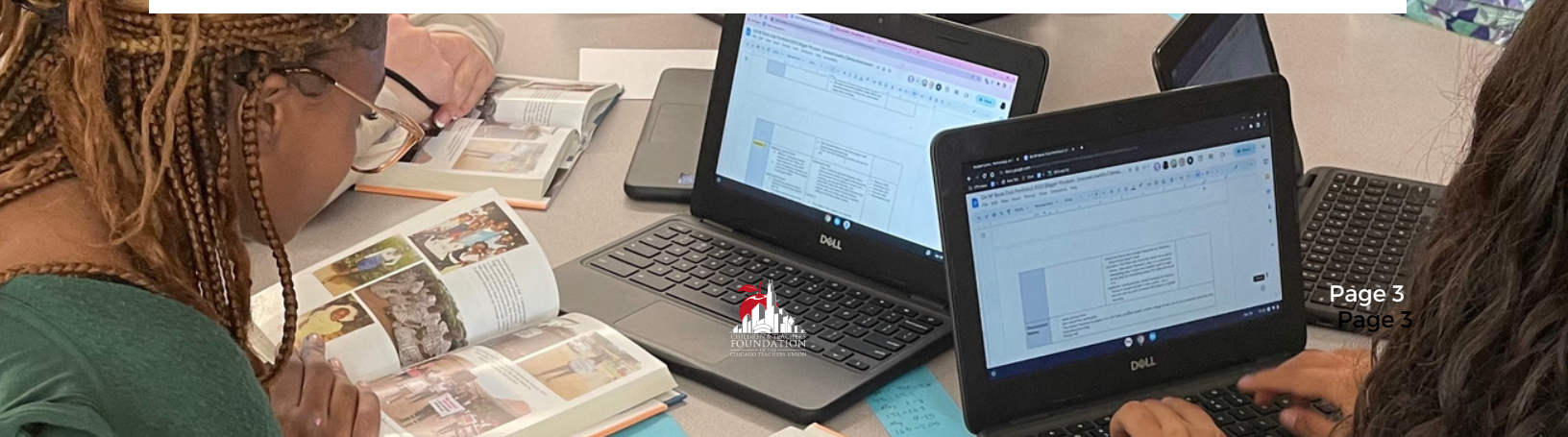
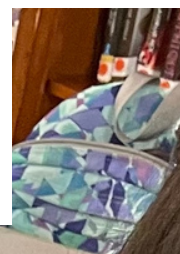
Climate change is an urgent crisis confronting people all over the world and is having a direct impact on Chicago. Chicago's communities of color are disproportionately impacted by pollution, climate change, and resulting extreme temperatures. From lead pipes to lakefront erosion, pointing to the city's structural issues, climate change will only exacerbate the limited resources funded to communities with high poverty rates.

In many instances in Chicago, **environmental justice equates to racial justice for communities**. Equipping educators with a pedagogical toolkit to address climate change for their students is a new frontier in curriculum development. The Climate Justice Education Project seeks to address the lack of support for teachers in educating students to advocate for a green and clean future.

The Quest Center for Professional Learning and Teacher Leadership graciously received support from the **Oppenheimer Family Foundation** to achieve the goals set forth within the Climate Justice Education Project (CJEP). The overarching goal of this project is to support educators and, by extension, their students, to design and complete projects/lessons to address the root causes of climate change by uplifting the voices of communities who have been least culpable and most affected: Black, Latinx, and Indigenous communities, and youth generally.

The Climate Justice Education Project will seek to win **environmental justice and clean energy transformations in schools** by developing educational and advocacy opportunities for Chicago educators, students, and communities. CJEP will achieve this by supporting teachers in designing and implementing climate justice lessons for their students by funding supplies and resources. Educators will network to learn best practices with classroom experts in environmental justice studies.

By learning how to teach students across Chicago how climate change works, how to investigate climate problems and solutions, and how to get involved in civic action for climate justice, teachers will empower students and their colleagues to demand green policy solutions that transform the physical infrastructure and the everyday practices of schools and communities.



# Climate Justice Education Project

## Project Goals

The overarching goal is to provide educators with educational materials, climate justice-related pedagogy, curriculum, and ongoing support to bring coherent, accessible, culturally responsive, and student-centered climate justice education to public schools across Chicago to empower young people and their school communities to advocate and win green policy transformations that truly address the imperatives of the climate crisis.

1. Provide targeted funding for classroom supplies to teach climate justice in Chicago Public Schools.
2. Support educators with professional development where they learn to design and implement climate justice education into their curriculum and instruction.
3. Share the climate justice lessons and student impact through storytelling, investigations, and public advocacy of school and community-based climate solutions.



# Climate Justice Education Project

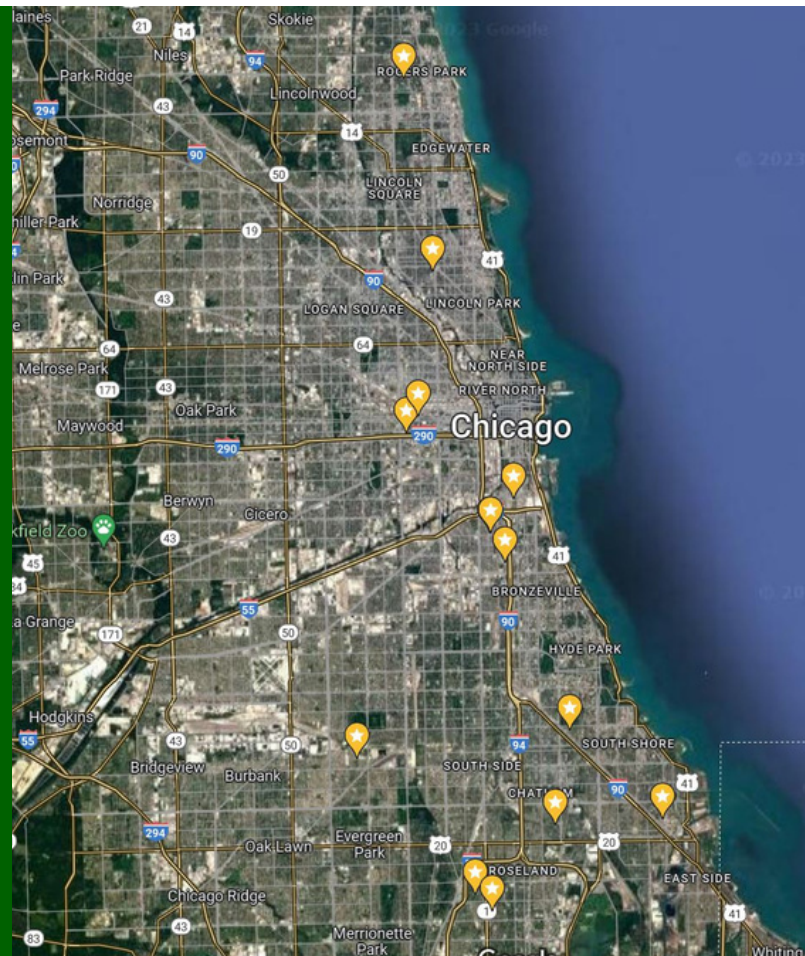
The CJEP lessons were designed and developed by Pre-K through 12th-grade teachers from communities throughout Chicago, focusing on supporting communities in Chicago's West, South, and South East, where environmental racism has the most significant negative impact on the lives of families and students.

## Neighborhoods

Roseland, Greater Grand Crossing, South Shore, Chicago Lawn, Woodlawn, Bridgeport, South Loop, West Town, Irving Park, and Rogers Park.

## Schools

Lionel Hampton Fine & Performing Arts School, Suder Montessori Magnet School, Burnside Scholastic Academy, Dunne Technology Academy, Mount Vernon Elementary School, Robert Healy Elementary School, National Teacher's Academy, George Armstrong Elementary School, Burley Elementary School, Paul Revere Elementary School, Arnold Mireles Academy, Richard T. Crane Medical Prep High School, and Air Force Academy.



## Audience

The Chicago Teachers Union Foundation invited educators from targeted school communities with educators who serve communities of color most impacted by environmental degradation to attend Quest Center Professional Development on environmental justice and apply for grant support to design and develop their classroom climate lessons to influence change in their communities.

The CJEP supported climate justice education for students through education, civics, and policy-influencing units of instruction. Educators received funding for the supplies to implement the lesson/unit of instruction they designed alongside the Quest Center for Professional Learning and Teacher Leadership support. Educators submit a project plan to extend the learning of climate justice with their class through the CJEP application. Nineteen CTU member educators completed the course and implemented their lessons using funds for classroom supplies and experiential learning activities to support their school-based environmental justice plan.





# Teaching Climate Justice Through Interdisciplinary Learning

30 ISBE PD Hours  
2 Lane Placement Credits

## Course Description

In this course, educators will collaborate to learn ways they can teach the topic of climate change through student inquiry projects that connect to issues of racial justice, climate solutions, and civic action. All live online sessions and asynchronous activities focus on educators learning to engage students in climate change for all content and grade levels. Participants will learn strategies to develop and facilitate inquiry projects that lead students to research the impacts of climate change to create civic action by students toward the goal of mitigating climate change.

## Course Objectives

Participants will learn how to:

- Engage students on climate change at many grade levels in a way that fosters student empowerment, hope, and advocacy.
- Adapt and integrate climate change curriculum with other subjects.
- Connect climate justice education to racial justice and their students' personal experiences.
- Facilitate inquiry projects that lead students to research the impacts of climate change and the local actions schools and communities can take.
- Coordinate meaningful civic action by students toward the goal of mitigating climate change.

The **Chicago Teachers Union Foundation QUEST CENTER for Professional Learning and Teacher Leadership** is the premier professional development provider supporting Chicago's public school educators through re-licensure, National Board Certification, and endorsements. New through veteran educators collaborate, network, and learn to improve their practice by addressing students' cognitive development and social-emotional well-being via culturally responsive, trauma-sensitive learning environments.

The Quest Center serves public school teachers, clinicians, counselors, and PSRPs. We offer a variety of professional learning opportunities through workshops and courses. Our professional development offerings provide the opportunity for participants to collaborate and network to improve their practice. All sessions offer ISBE Professional Development Hours, and some courses offer an additional CPS Lane Placement Credit.



# Teaching Climate Justice Through Interdisciplinary Learning

## Climate Justice Education Project Class of 2023



### Climate Justice Education Project



**Teaching Climate Justice  
Through Interdisciplinary Learning  
CJ 2023 Instructors:  
Ayesha Qazi-Lampert & Erin A. Lynch**

The CJEP 2023 Cohort was comprised of PreK to 12th grade educators who completed the 30-hour professional development course, "Teaching Climate Justice Through Interdisciplinary Learning," instructed by **Ayesha Qazi-Lampert**, Environmental Instructor at Northside College Prep, and **Erin A. Lynch**, Visual Arts Teacher at Jahn Elementary School.



## Implementing Environmental Justice into the Expanded Core Curriculum for Visually Impaired Youths



### Implementing Environmental Justice For Visually Impaired Youths

Elementary

By Dee Fredrick

City-Wide Specialist

#### Learning Outcomes

- To provide insight on environmental justice, environmental equity and ways to make the community better starting at home.

### Call to Action Question

How can I personally start to change my community starting at home and bringing my knowledge to school.

#### Lesson Overview

The student will read the book "My Green Day," making connections on how this book personally relates to them. The student will then learn about environmental justice and environmental equity through an introduction of brief articles, specifically making connections to her own community. The student will complete the lesson by using a compost bin to make compost. Once the student has successfully made compost, it will be transported to school, where community organizers can use the compost around the gardens of the school. Further extension of the lesson would have the student make a short presentation to her class.

#### How can this lesson connect to racial justice?

This particular lesson connects to racial justice because my student lives in a very desolate, poverty-stricken area with no stores in sight and very little resources.



# Climate Justice Education Project Lesson Snapshot



## Gardening with Littles



### Gardening with Littles

Pre-Kindergarten

By Kenika Carter

Lionel Hampton Fine & Performing Arts School

### Learning Outcomes

- Students will identify the importance of trees and why we, as people, need them.
- Students will learn what trees require to stay alive and healthy.
- Students will take a poll on who has ever planted their own plant or who has a garden at their home.

## Call to Action Question

How can students learn how and use skills to help them grow plants/vegetables to have healthy food?

### Lesson Overview

In the lesson, "Gardening with Littles," PreK students will extend their learning about Plants in our Themed Studies with books and videos. The students will learn about the importance of plants/herbs, what's needed to grow, what damages them, and how to grow and harvest your own herb. Students will learn about different herbs and discuss if they ever had it before. The students will plant their own garden pot, and once their pot is growing, they will be able to take it home to continue with the growth. Once it's ready, parents will be able to harvest the herb and hopefully use it in their daily meals. Parents will also be able to come to the class and harvest many of the herbs we planted in our indoor raised planter bed.

### Community Connection

The Chicago Community Garden Association is a great organization to speak with my littles about gardening. CCGA teaches how to read seed packets, saving vegetables and starting seeds indoors, everything we've been learning about.



## Reducing Single Use Plastics



**Reducing Single Use Plastics**  
Pre-Kindergarten - 3rd Grade  
By Maureen Fogarty  
Suder Montessori Elementary School

### Learning Outcomes

- Students will be able to describe what a single-use plastic item is in reference to food.
- Students will be able to list alternatives to single-use plastics.
- Students will be able to explain how single-use plastics are harmful for the environment.

## Call to Action Question

How can you help the environment by being mindful of the foods you eat and the packages they come in?

### Lesson Overview

The learning activity will start with reading “What a Waste” by Jess French. Then several common single-use plastics that are food-related will be taken from a basket and placed on a Montessori rug. The three single-use plastic containers are a one-use cereal, one-use yogurt container, and one-use water bottle. Then the students will be asked to match the single-use container with an environmentally better option. The options to match will be one-use cereal container to a cereal box, a plastic yogurt container to a glass one, and a one-use water bottle to a reusable water bottle.

Students will be asked how we could reduce single-use plastic in the classroom. Students will be introduced to a cereal holder with bowls and spoons they can use in the classroom for breakfast.





## Planting for Our Future



### Planting for Our Future

Pre-Kindergarten

By Stephanie Essling

Suder Montessori Elementary School

### Learning Outcomes

- Students will learn how to garden and learn about different types of soil.
- Students will learn about the different lifecycles of plants.
- Students will reach out to our community by making seed bombs for others and explaining the importance of plants.

## Call to Action Question

How can we inform our community about the importance of plants and vegetation?

### Lesson Overview

Students will learn how to garden and learn about types of plants and soil. They will have the opportunity to plant seeds in our raised garden beds and care for the plants as they grow. We will also do a read aloud unit on gardening and plants. Students will have the opportunity to make seed bombs and share the importance of plants with the community.

### Community Connection

I connected with families who know about gardening to share their expertise with us. They helped us with our flower beds and made different types of seed bombs to share. We also shared the seed bombs and knowledge with our school community.



# Climate Justice Education Project

# Lesson Snapshot

## Biomes of the World



### Biomes of the World

Pre-Kindergarten

By Celine Guerrero

Suder Montessori Elementary School

### Learning Outcomes

- Students will learn about the different components of the world- land, air, and water.
- Students will explore and learn about different biomes of the world. They will be able to contribute their ideas in a discussion on how to preserve the biomes.
- Students will be able to write a persuasive writing piece (letter, poster, etc) that explains how to save the biomes of Chicago with their community.

## Call to Action Question

What can you contribute to the preservation of the biomes of the world?

### Lesson Overview

This lesson is a multi-day unit. My students will be able to learn the different concepts and realize the grandeur of the world. Their persuasive writing will be their connection to the community and the topic, wherein the students will be able to share different ways on how to become part of the solution (to save the world).

### How can this connect to racial justice? How can this connect to big climate policy solutions?

Learning about the different biomes in early childhood provides my students with information on the interconnectedness of everything that surrounds them. This will allow them to find the motivation to do their part to support the movement to keep the world healthy. The introduction of this big picture idea will entice and empower my students to pay attention to the world and encourage their families and communities to support a more conscientious way of living. By understanding that we are all co-inhabitants of the Earth, our collective efforts, from all parts of the globe to our local neighborhoods, work to sustain a healthy planet. I believe that my lesson will play its part in contributing to the next generation's acknowledgment of the climate problems ahead of them. My role as a teacher is to spark that interest and continue to inspire future policymakers to act on this important crisis.



# Climate Justice Education Project Lesson Snapshot



## Healthy Start, Healthy Heart



### Healthy Start, Healthy Heart

Elementary

By Shawana Ridley

Burnside Scholastic Academy

#### Learning Outcomes

- Students learn the importance of healthy food choices.
- Students learn the parts, growth, and needs of plants.
- Students learn the difference between soil-based fruit and vegetables and hydroponics.
- Students experience how plants can grow into healthy foods that supply our bodies with the nutrients needed for survival.

### Call to Action Question

How can eating healthy increase your ability to think clearer making healthy choices inside the body and outside the body?

#### Lesson Overview

Students build an indoor vegetable garden, monitor seed growth and learn the nutritional value of the vegetables and spices grown in the class.

## Earth Day ~ Litter Leaders



### Earth Day ~ Litter Leaders

Third Grade Elementary

By Tamara T. Jones

Dunne Technology Academy

#### Learning Outcomes

- Students will be able to identify and classify types of waste materials/litter and know what types of waste can be reduced, reused, and recycled.
- Students will be able to differentiate between items that are man-made and those that are natural. They will understand that “trash out of place” such as on roadsides is litter.

### Call to Action Question

How many people are needed to recycle? Is it easier to recycle when people help one another?

#### Lesson Overview

The teacher will have the students watch “How Trash is Recycled with LeVar Burton”.The teacher will then begin leading the class in a discussion covering the key terms.



# Climate Justice Education Project

# Lesson Snapshot

## Pollution Solution



**Pollution Solution**  
Fourth Grade Elementary  
By Kitty Ma  
Mount Vernon Elementary School

### Learning Outcomes

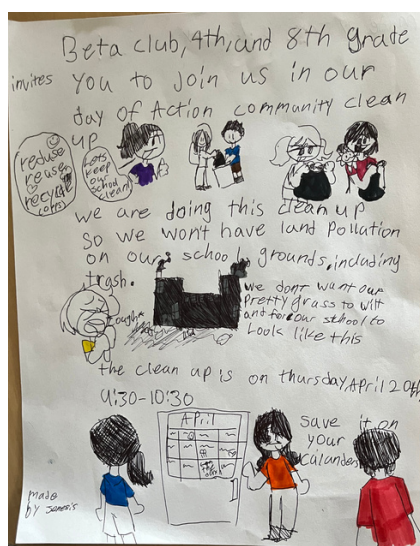
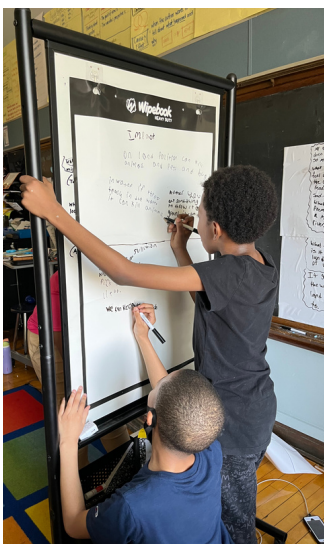
- Students will be able to identify the various types of pollution.
- Students will collaborate to identify how pollution impacts their school, home, and neighborhood community.
- Students will collaborate to determine action-oriented ways to impact pollution in our school, home, and neighborhood community.
- Students will decide how to share their knowledge and potential action-oriented solutions to reduce pollution.

## Call to Action Question

What are ways that we can prevent pollution?

### Lesson Overview

Earlier this year, we engaged in learning around pollution and renewable energy resources. One of the student-generated questions we kept returning to was, "What can be done about the problem of pollution?". Through this mini-unit on pollution, we will do a deeper dive into the different types of pollution, and some actionable steps we can take to reduce pollution. In the first lesson, students will explore a curated text set on learning more about the different types of pollution. Students will work in groups of 3 to chart their learning on Wipebooks to answer the following questions: What are major types of pollution? What kinds of pollution do we see in our school, home, and neighborhood community? In the second lesson, in groups of 3, students will use the Wipebooks to generate ideas on how we can impact pollution in our communities. Using these ideas, as a whole-group, we will determine what project will help us measure and reduce pollution with the intention of engaging multiple classrooms in our project. In the third lesson, students will brainstorm ways to teach others what they have learned about pollution, and to invite them to participate in our day of action.





# Climate Justice Education Project Lesson Snapshot



## Get Upcycling



### Get Upcycling

Fifth Grade Science Elementary

By Eleanor Tom

Robert Healy Elementary School

### Learning Outcomes

- Students will define and reflect consumerism, evaluate how media and society influences consumerism.
- Students will research, and analyze how consumerism impacts our environmental health.
- Students will create solutions, Poster toward Earth Friend- Movement, promote the benefits of recycling and upcycle.
- Students will create products, identify people, or companies to promote awareness, and concerns (writing impact letters).

## Call to Action Question

How does consumerism affect who we are and the environment we live in?



### Lesson Overview

Students will evaluate the impact of consumerism in correlation to waste pollution. By making personal reflections, students will evaluate and create solutions to alleviate problems. They Students will create upcycling products to promote consciousness and being kind to our environment.



# Climate Justice Education Project

# Lesson Snapshot

## Trees and Native Plants and Protecting Sanctuaries



### Trees and Native Plants and Protecting Sanctuaries

Fifth Grade Social Science

By Autumn Laidler

National Teacher's Academy

#### Learning Outcomes

- Students will name positive outcomes to green spaces and efforts to gain and protect green spaces.
- Students will grow and plant Native Plants at school, name and understand the role of native plants in the local ecosystem and their importance to pollinators.
- Students will learn and understand the role of trees in air quality.
- Students will be able to see their own advocacy in action and name how change can be done by individuals or groups

### Call to Action Question

How can the public advocate for land to remain public and for the land to remain committed to native plants, animals and the people?

#### Lesson Overview

Students will be planting Native Plants around our school and learning about the pollinators that are attracted. They will build a food web with research to show how the plants are interconnected to the system. Students will also learn about the South Shore Sanctuary and the advocacy needed to protect the sanctuary and not allow a golf course to be built, as it harms the native ecosystem. Students will work with teams to speak to elected officials and create flyers for families to inform them of the proposal. Students will work to distribute petitions to support keeping the sanctuary and why it benefits Chicagoans.

Students will also learn the role of trees in improving air quality. Students will be planting 10 trees on campus with the support of OpenLands. They will make advertisements for the event and share the benefits of adding trees to our school campus. Students will track air quality and also research the impacts on the bad air quality on youth.



# Climate Justice Education Project Lesson Snapshot



## Breathing Greener Air



**Breathing Greener Air**  
3rd Grade - Library & Language Arts  
By Michelle Naughton  
Robert Healy Elementary School



### Learning Outcomes

- Students will identify the causes of air pollution and how society can contribute to the increase or decrease.
- Students will identify cause and effect relationships between the components of nature such as soil, plants, air and humans.
- Students will use fictional and nonfictional texts to learn about air pollution and environmental activism.
- Students will learn about upcycling and how to reuse everyday items.
- Students will learn how to be proponents of environmental justice on air pollution and other topics.

## Call to Action Question

How can we find ways to improve our school's air quality to make it a safer environment?

### Lesson Overview

This unit will be an extension of 3rd Grade Science lessons on plants, natural resources, and how environmental changes affect living things. Because this unit will be taught mainly in the Library, there will be an emphasis on using informational text. The lessons include several teacher read-alouds that will guide the students about topics such as air pollution, air quality, environmental activism, and persons involved in activism. Other lessons will allow the students to see how plants affect the air we breathe. The students will then create original poetry or letters to express the importance of plants on air quality and present them with each plant. The goal for this unit is for the students to learn about how air pollution is part of our everyday lives and how we can work to reduce the amounts both individually and collectively.

## How does this lesson connect to racial justice?

Robert Healy Elementary School is located on the South Side of Chicago in a high air pollution area. 73.5% of our school population are Low-Income Students. Our community is approximately 65% minority with a high population density. "Research has shown that racial and ethnic minorities and lower-income groups in the U.S. are at a higher risk of premature death from exposure to PM2.5 air pollution than other pollution and income groups. It has been shown that there are disparities in exposure to air pollution among these groups." (Harvard.edu, 2022)

There are **very few green spaces** in our community and around our schools. This project will help to create an awareness of using plants and vegetation to help **filter out air toxins**. The goal is to inspire students to help make changes for themselves and their community.



# Climate Justice Education Project

## Lesson Snapshot

### Measuring Climate Change



**Measuring Climate Change**  
Fifth Grade Mathematics  
By Jasmine Eisner  
George Armstrong Elementary School

#### Learning Outcomes

- Students will represent and interpret data about climate change
- Students will discuss the causes and consequences of climate change and how it relates to themselves
- Students will visual and convert between units of measurement

### Call to Action Question

What changes are happening in the world because of climate change, and what can I do to help the problem?

#### Lesson Overview

In this lesson, students will learn about the metric and customary systems of units and learn how to convert between units within the same system. We will approach this interdisciplinary by reviewing measurement units while beginning to read about climate change. In the third week, students will present about what they learned on climate change. We will be using tools to take measurements in the metric system. Students will create graphs and charts using data we collected and data about climate change.



#### What kinds of civic actions could students take?

Students will be writing persuasive letters and mailing them to various people in power based on their individual ask. Potential people they will write to are the President, the Governor, the mayor, their alderman, the CEO of CPS, or the school principal.

Many of the students will also create additional projects such as petitions, changes at home, posters, videos, and presentations however the only requirement is the letter.

# Climate Justice Education Project Lesson Snapshot



## Public Persuasion and the Climate Crisis: Teaching Rhetoric and Critical Media Literacy



### Public Persuasion and the Climate Crisis

Eighth Grade Humanities

By Russell Mayo, PhD

Burley Elementary School



### Learning Outcomes

- Students will analyze multimodal texts that inform, persuade, and move audiences about climate change.
- Students will understand how video, data, language, images, and sound combine to create persuasive texts.
- Students will explore how rhetorical appeals such as ethos, pathos, and logos combine in these persuasive nonfiction texts.
- Students will collaborate in small groups to read, analyze, and discuss a high-level nonfiction book about climate change and environmental justice.
- Students will apply these techniques to speak out about climate change and environmental issues and craft their own persuasive nonfiction texts for a specific audience

## Call to Action Question

How can I carefully and critically read various forms of persuasive media involving climate change?

### Lesson Overview

This 8th grade English Language Arts lesson is part of a unit teaching multimodal texts, including books and documentary films, that focus on climate change. Students will be learning a great deal about the causes and effects of global warming, as well as possible responses to the climate crisis. At the same time, they will be taught to analyze and understand how writers and filmmakers communicate about these issues to the public. How do these speakers craft multimodal texts to inform, persuade, and move audiences about these important issues? How do data, language, images, and sound, combine to create persuasive texts? How do rhetorical appeals such as ethos, pathos, and logos combine in these persuasive texts? How can students apply these techniques to speak out about climate change and environmental issues and craft their own persuasive texts?

### How can this lesson connect to racial justice?

The connections to racial justice are made throughout the ELA books and Social Studies curriculum documents, specifically focusing on how to respond to the climate crisis at local, national, and international levels. Students learn about who is most/least responsible for contributing to this crisis and who is most/least vulnerable to the changes happening. Environmental justice also plays an important role in most of the “Think-Tac-Toe” group projects.

### How can this connect to big climate policy solutions?

In Social Studies, students discuss and examine forms of adaptation that can and will happen around the world, specifically engaging in a mock COP meeting as delegates and representatives deliberating future climate policy. They also research policies such as the Green New Deal, the CTU’s Green Schools Plan, and local climate/environmental activism through their “Think-Tac-Toe” group projects.



## Environmental Justice at Paul Revere Elementary School

### Call to Action Question

How can the scholars of Paul Revere reduce, recycle, and reuse items in their community to promote a healthier sense of self through the SEL conduits of using fashion?



#### **Civic Engagement Problem Solving**

Restorative Justice Coordinator

By Monica Beal

#### **Learning Outcomes**

- Students will be able to resolve real-world problems using civic engagement.
- Students will learn how to cultivate problem solutions in the community and at home.
- Students will be able to define and explain civic engagement.



#### **Recycling For Change**

Diverse Learners Third - Eighth Grade

By Romanetha Walker

#### **Learning Outcomes**

- Students will know how to write a persuasive essay to include an introduction, hook, explain two reasons to support their side, and one counterargument concluding with a call to action to their Alderperson.
- Students will create a google slide to present their data findings on the three top environmental issues that plagued their community.
- Students will research solutions/ next steps to the three top environmental issues in their community.



#### **Community Environmental Injustices**

Diverse Learners Third - Eighth Grade

By Mary Dieudonne

#### **Learning Outcomes**

- Students will be able to understand that their voice can ensure equitable representation, and protection of the rights of those most vulnerable affected by environmental injustices.
- Students will be able to define environmental injustices.
- Student will be able to identify various environmental injustices in their community.
- Students will know how to write a persuasive letter to included an introduction, hook, explain two reason to support their side and one counter argument and concluding with an call to action.

# Climate Justice Education Project Lesson Snapshot



## Environmental Justice at Paul Revere Elementary School



### How do these lessons connect to racial justice?

Due to scholars living in under privilege, gang violence, and desert area, many would have never gained experience or be exposed to civic engagement. The opportunities will give scholars a chance to empower a voice that may not occur for the scholars who would not have been for this opportunity and experience the future of their hairstyle and learn about recycling in their community.

Scholars will work together in developing the fashion show. Scholars will use height x width and measure how much greenery will be needed to measure and design an area for display for the fashion show. Scholars will measure and cover a cabinet to design a visual display on the crown act for Social Science. The crown act exhibit which the scholars had created wooden heads, colored them, and use wigs and hair to describe their culture hair and added jewels to describe their royalty. Scholars will write a paper on how they feel the crown act affects them and them by designing props, designing clothes and working together, and learning personal jobs.

Due to the environmental issues that are commonly found in the black and brown communities, this will bring awareness to a sleep community on how this affects their living. Scholars will learn how to create a fashion show that will provide social and environmental awareness.



# Climate Justice Education Project

## Lesson Snapshot

### We Are Born Resilient!!



#### **We Are Born Resilient!!**

7th & 8th Grade

By Deidre Akram

Arnold Mireles Academy

#### **Learning Outcomes**

- The student will explore Social and Racial Justice to create a Shared Vision, Set of Beliefs, Expectations and Direction for Desired Behaviors and Norms, that reflect Their Voice, Their Vision, Their World for Today!!

**Call to Action Question**  
What Conversation Do You Want To Have!?

#### **Lesson Overview**

Students will collaborate in many activities during the unit of instruction from creating an art piece in Week #1, performing a slam poem, skit, or creating a video in Week #2, then choosing a book to summarize and then change the ending to the best ending for today's social justice needs, and in week #5 end with a Culture Wall as a culminating event.

### YOU Be The Media



#### **YOU Be The Media: How Can the Green New Deal Benefit Our Society?**

9th Grade Civics

By Nick Lucas

Richard T. Crane Medical Prep High School

#### **Learning Outcomes**

- Students will explain why addressing racial and economic justice are essential components of climate change solutions
- Students will create a media message evaluating (at least) 2 components of the Green New Deal
- Students will identify how media messages are constructed with particular purposes, reflecting embedded values and points of view and using a creative language with its own rules.

**Call to Action Question**  
How does media coverage of proposed environmental legislation impact its public perception and public support?

#### **Lesson Overview**

Students analyze media coverage of activists and the Green New Deal. Through their own inquiry, they discover and question this vast difference in coverage. While they analyze for themselves the components of the Green New Deal, they deliberate and debate with fellow classmates the merits of its many different components, explaining to their peers/American public its potential impacts on our society and democracy.





## It's Not Easy Being Green



### It's Not Easy Being Green

10th Grade US History

By William T. Langevin

Air Force Academy

#### Learning Outcomes

- Connect waste consumption to actions.
- Quantify and sort waste from the school.
- Analyze waste and recycling systems currently in place at our school.
- Work to implement newer, greener solutions to current waste and recycling issues at Air Force.

### Call to Action Question

What steps can our school take to move closer to reducing our carbon footprint?

#### Lesson Overview

After highlighting lack of sustainability at our school, my class decided they wanted to quantify approximately how much waste Air Force produces per day/week. Using this information, students will be working towards building a more sustainable school in terms of waste and recycling. Currently, our school does not recycle at all.

After collecting and analyzing the type and amount of garbage/recycling collected, students will come up with ways that Air Force students can sort organic, recycling, and general waste with the goal of moving Air Force towards greener practices.

Not only that, we questioned what we could tangibly do in order to reduce the waste and Air Force's Carbon footprint by working towards building and maintaining a compost heap with the long-term goal of the following year to build a school garden or green space.



# Acknowledgments

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