

Lesson Plan: AP Environmental Science

Extended eLearning

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Part A:

Watch the two following videos. Then find an article/example that we could look at from an environmental justice standpoint. Provide a link to an article/example of a specific situation. Also provide a 1-3 sentence description/summary.

1. Environmental Justice - Kahn Academy
<https://www.youtube.com/watch?v=0L2xCwD5RN1>
2. Environmental Justice Explained - Grist https://www.youtube.com/watch?v=dREtXUi6_c

Part B:

Watch 2 of the following short videos - each is a different example of an environmental injustice in the United States. As you watch, try to put yourself in the place of the people being marginalized. Pay special attention to what they are saying and feeling about the situation. Only when we experience empathy can we help others. If the people in power are unable to put themselves in the shoes of others, then they will make decisions that do not consider the welfare of those who will suffer the most. This is how people become marginalized -because the decision makers refuse or are unable to empathize. Perhaps they don't or can't empathize because they've never had experience with it. We want to give you experiences with empathy. Put yourself in the place of the marginalized in each video.

1. Louisiana and petrol chemicals - https://www.youtube.com/watch?v=dgE_a4UVmMM (8 min)
2. Alabama and raw sewage -<https://www.youtube.com/watch?v=laq8omDQrJ8> (13 min)
3. Texas and oil refinery -<https://www.youtube.com/watch?v=cM8sg3viqRc> (5 min)
4. The Bronx and air pollution -<https://www.youtube.com/watch?v=YOFzuFAfQ8U&t=1s> (3 min)
5. Flint, MI and water -<https://www.youtube.com/watch?v=3-hVMjgzEil> (9 min)

When finished watching 2 of the videos of your choice, answer these questions about each video.

1. Describe the details of the injustice?
2. What groups of people are being marginalized?
3. Describe the range of emotions and feelings of the people who are being marginalized? Don't write in generalities. Be specific and why they are feeling that way? There will be multiple emotions and examples of those emotions that you will see.
4. Do their emotions seem reasonable to you, considering their situation? If you were in their place, what emotion do you think would be most prevalent in you?

Part C:

For this project you will be using the Environmental Justice Atlas (<https://ejatlas.org/>) to find international examples of people struggling for environmental justice. The purpose of this site is to tell the stories of the communities around the world that are dealing with these struggles.

Instructions

1. From the map, pick 2 *international* environmental injustice cases that you are interested in reading about. Each case should be from a different category - either.... 1) nuclear, 2) mineral ores and building materials extraction, 3) biomass and land conflicts, 4) fossil fuels, 5) biodiversity, or 6) industrial and utilities. You can filter the map to show just certain categories of injustice. *When you pick a case, read through the details of the conflict and injustice and answer the questions below. Remember to read as if you were the one being marginalized. Experience empathy.*
2. Find one local example of people struggling for environmental justice. This should be an example within the greater Indianapolis area. Find enough information on the topic to be able to answer the questions below. Please provide a link to your original source.

Reflection:

1. Why did you pick this case?
2. Who are the decision makers?
3. Who is being marginalized? Be more specific than "minorities."
4. What environmental degradation is taking place?
5. How is this degradation disproportionately impacting the marginalized?
6. Is this conflict resolved? If yes, then explain how you would feel (if you were the marginalized) about the resolution. Is it fair? Is there justice? If no, then explain how you would feel if you were in their place. Be specific with your feelings and why.
*** Again, this is an experience with empathy. Just like anything else in life, if we want to be good at it, we need to practice. These are mental exercises so that we set ourselves up to be responsible decision makers in the future.*