**LESSON PLAN TEMPLATE**

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Lesson Title:

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| Analyzing Environmental Justice in Latin America -Palm Oil In Equador |

In this unit students should be introduced to human geography with a concentration on culture. Students should address geographic elements and themes, the National Geography standards, and the NCSS Thematic strands. In addition students should interpret various types of geographic information and how geographers look at the world. Students should be able to analyze the characteristics of culture and apply this analysis to their world

Grade Level(s) and Subject:

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| This lesson plan is for High School Students 9-12 graders |

State Curricular Standards: A list of standards (with codes) that are satisfied/addressed by the lesson plan.

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| Social Studies Kansas Standards: <https://drive.google.com/file/d/1Ctau7gix5kDGDkh_nAiclC4SKJdwEA-C/view>  Social, Emotional, and Character Social Standards:[https://www.ksde.org/Portals/0/CSAS/Content%20Area%20%28A-E%29/Elementary%20K-6/Social%20Development%20Standards.pdf](https://www.ksde.org/Portals/0/CSAS/Content%2520Area%2520%2528A-E%2529/Elementary%2520K-6/Social%2520Development%2520Standards.pdf)  Subjects Reading & Language Arts Social Studies ELL & Health |

Curriculum Goals and Objectives: In 3-4 lines, explain, in concrete and specific terms, what students will gain from your lesson plan.

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| 1. Analyze the impact of culture in our society as well as other societies. 2. 2. Practice strategies for accepting and respecting similarities and differences. 3. Practice “perspective taking” as a strategy to increase acceptance of others. 4. 4. Demonstrate a growth mindset and willingness to integrate diverse points of view. 5. Think about solutions to environmental discrimination 6. Define Environmental Justice |

Multicultural Goals: Please check or highlight one or more.

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Developing Multiple Historical Perspective

Developing Cultural Consciousness

**Increasing Intercultural Competence**

Combating Racism, Prejudice, and Discrimination

**Developing Awareness of the State of the Planet and Global Dynamics**

**Developing Social Action Skills**

Time (days/weeks) Required:

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| 2 weeks - First week Research and writing  Second week - Debate |

Required Materials / Supplies:

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| Laptop, projector anything that can help students to present their ideas. |

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| **Instructional Framework + Daily Plan** | |
| 5 Minutes | Engage students:  Brainstorm:  Objective of the Lesson:   * Explore Palm Oil Extraction in Ecuador * Understand deforestation * Explore reasons why people experiencing poverty and members of racial and ethnic minorities are often exposed to more pollution than others * Define environmental justice   Palm Oil  -Global demand for palm oil has already destroyed Southeast Asian countries through deforestation and loss of natural habitats.  -Industry shifts to Latin America because of  virgin forests and ecosystems.  In Latin America, Govt. programs have been used to develop rural areas since 2010.  -Industry has been linked to deforestation, human rights, forced labor, child labor, unethical treatment and discrimination.   * **Ecuador** is the sixth largest **palm oil** producing country in the world and the second largest in Latin America. While most of its **oil palm** plantations have been developed on degraded land, an estimated 6 percent of cultivated area has come at the expense of natural forest. Source: <https://news.mongabay.com/2018/08/can-ecuador-do-palm-oil-right-a-jurisdictional-rspo-commitment-is-stirring-hope/#:~:text=Ecuador%20is%20the%20sixth%20largest,the%20expense%20of%20natural%20forest>.   Palm oil is used in 50% of supermarket products in US, It is used in baked goods, fast food, frozen foods, ice cream chocolate etc.   * -- it is cheaper than other oils.   - Environmental justice concerns form an important part of popular environmental movements in many countries, but this specific lesson we will focus in Ecuador. |
| 35 min | * **Explore Topic**   *“Ecuador is a relatively small country (283,560 sq. km.) located on the equator in the tropical Andes of South America. Its territory includes four principal regions: the Amazon, the Andes, the Pacific Coast, and the Galapagos Islands; and is home to at least 14 indigenous nationalities.”*  Day 1  Research: ( Groups of 4) - 2-3days to present to class and discuss findings about the topics chosen.  Issue: Palm Oil Extraction in Equador  Teams will research **One** aspect about Palm Oil deforestation in Equador, after you choose your topic you have 2 days to research and present to the class.  Topics   * What is Palm Oil? * Social Issues * Environmental Issues * Loss of Natural Habitats * Causes and consequences of deforestation in Equador * Environmental Policies * Intersectionality and Environmental Justice   Class will watch a video intro video:  The Problem With Palm Oil | Fight for the Forests  <https://www.youtube.com/watch?v=LSumTLrJzdU>  Day 2  Research Day - Teams will research the topic they choose and discuss with teacher their ideas.  **-Go over vocabulary words -** Game (see vocabulary section)  Day 3  First groups will Present their topic, follow by class Discussion  Watch a Videos:  The Devastating Effects Of The World's Palm Oil Addiction  <https://www.youtube.com/watch?v=qO9EqtOc6Zg><https://www.youtube.com/watch?v=OJcwZ1QTxis>  Ecuador: The rush for oil in Yasuni National Park  <https://www.youtube.com/watch?v=OJcwZ1QTxis>  Day 4  -Groups will continue to present their research to class follow by discussion with teacher. |
| Summarizing What You've Learned  Writing assignment: 3 page paper.  Things to consider:  -how pollution disproportionately affects people experiencing poverty and members of racial and ethnic minorities?  -Think about your own community  -What would a more environmentally just situation look like in your community?  **Conclusion :** Groups will continue to present their ideas and research about the topics discussed in class. When all groups are finished, class will discuss ways to give back to the community, help the environment and help each other. Learn to give!  Learning to Give - Resource for students:  <forhttps://www.learningtogive.org/resources/environmental-justice-toolkit> |
| Week 2:  **Class Debate:**   * Two-sided debate about the ethics of palm oil extraction. * Teacher will form the class into two groups * First group : Favors: extraction * Second Group : Against extraction. * Each side would be responsible for researching their point of view and finding evidence to support claims in a class-wide debate. * If it's possible to bring a guest to judge the debate would be great here ( KU professor or any Master or Doctorate student ) who understand about the topic. * Guest and teacher will decide which group wins. Group will receive extra points. |
| 5 Minutes |  |

Vocabulary: Please define vocabulary words; put foreign words in italics.

Instructional Framework + Daily Plan: Give as much detail as possible about the learning methods and activities.

For this lesson plan we will use the instructional framework: elaboration, which is

Explain and describe ideas with many details. Also active learning where the students will be engaging with each other and the teacher to find out answers and learn.

This method asks students to go beyond simple recall of information and start making connections within the content.

Source Bibliography: Please review definition at (<http://research.library.gsu.edu/primaryhistory>). Identify your source(s) so that others can find it such as websites with hyperlink or books with title, and publication date and (optional) link to on-line purchasing site.

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| Environmental Justice in Latin America: Problems, Promise, and Practice (Urban and Industrial Environments)  by DCStoreStock  <https://www.amazon.com/dp/0262533006/ref=cm_sw_em_r_mt_dp_Fd0SFbXXQM56H>  <https://forum.lasaweb.org/files/vol47-issue4/Debates1.pdf>  <https://pdfs.semanticscholar.org/00cf/c9454bcf8bb7d3929f2b19c0edd76ec1a2ed.pdf>  <https://www.epa.gov/environmentaljustice>  <http://www.ejnet.org/ej/principles.html>  Lesson Plan:<https://www.pitzer.edu/redfordconservancy/wp-content/uploads/sites/6/2015/01/EJ-Lesson-Plan-web.pdf>  Causes and consequences of deforestation in Ecuador:  <https://www.rainforestinfo.org.au/projects/jefferson.htm>  Article :  <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4963098/> |

Other Resources Used: What non-primary sources or other items did you use that added a deeper understanding of this lesson’s topic? You may also include resources that teachers might appreciate if they want more background information.

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| <https://www.ecowatch.com/ecuador-residents-palm-oil-2644430752.html?rebelltitem=3#rebelltitem3>  <https://www.amazonfrontlines.org/chronicles/from-big-oil-to-palm-oil/>  <https://wrm.org.uy/articles-from-the-wrm-bulletin/section1/ecuador-peoples-communities-and-nature-against-oil-palm/>  <https://wrm.org.uy/articles-from-the-wrm-bulletin/section1/ecuador-stories-of-dispossession-and-deforestation-caused-by-the-extraction-of-palm-and-wood/>  PDF: Teaching Intersectionality and Environmental Justice  <https://www.naacp.org/wp-content/uploads/2016/04/Teaching%20Intersectionality%20and%20Environmental%20Justice%20in%20Our%20Classrooms%20FINAL.pdf>  Rainforest Rescue:  <https://www.rainforest-rescue.org/topics/palm-oil> |