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| **2022 South Carolina African American History Calendar Lesson**  **Dr. Saundra Glover - Environmental Injustice in South Carolina and What I Can Do About It.** | |
| **Lesson Overview** | |
| In this unit, students will explore the notion of environmental justice, the health concerns created by industrial pollution, and what can be done to remediate the impact of EPA superfund sites. They will first be introduced to the term environmental justice and environmental injustices across the country. Next, students will research EPA superfund sites around their home and the impact the sites have on the health of humans in the surrounding areas. Students will then read about **Dr. Saundra Glover** and the work she has done with her organization, EHCORE, cleaning up the sites and providing access to healthcare to the communities impacted by the superfund site. The students have a choice on what the final product of this lesson will be. They can either write a letter to Dr. Glover about a site close to their community (or a surrounding one) explaining why it should be the next community she focuses on OR they can create a PSA brochure for that community informing them of the dangers the superfund site poses to their health and a call to action. | |
| **Overarching Inquiry Question** | |
| How can I advocate for environmental justice in my own community?  *All units support the* ***Profile of the South Carolina Graduate*** *with students using skills to uncover content exposed when exploring the Overarching Inquiry Question.* | |
| **Theme** | |
| This lesson focuses on the theme of *civic participation*. The students are learning from a master of civic participation, Dr. Glover, how to call for change for specific environmental injustices near them. The lesson also touches on the themes of *cultural interactions* by examining the relationship between socio-economic status and the higher likelihood of being impacted by industrial pollution, which also reflects the geographic relations theme. | |
| **Skills Emphasis at a Glance** | |
| The skill indicator chosen to shape this lesson is *CC: Continuities and Changes*. The students first examine the theme of environmental injustices and health disparities caused by them. They then examine how an individual has and can address these injustices bringing about change, healthcare, and progress for the community. | |
| **Standard(s)** | |
| Grade 8 Social Studies 8.5: Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present.  Specific indicator 8.5.CC: **Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation of different individuals and groups of South Carolinians.** | |
| **I Can Statement(s)**  ***I can statements are designed to help guide student understanding through scaffolds of learning as they progress through an understanding of the Overarching Inquiry Question.***   1. I can explain environmental justice and identify environmental injustices 2. I can describe the environmental and social disparities are impacting South Carolina 3. I can create a call to action to address environmental injustices in South Carolina | |
| **Lesson Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional** **Guidance and Resources**  *Instructional Guidance and resources listed below offer suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can explain environmental justice and identify environmental injustices** | |
| Students will begin class by answering “does pollution impact everyone the same” and “what do you believe the phrase “environmental justice” is referring to?”  The class will then have a quick discussion on these two questions | Teacher may have to prompt students by asking follow up questions such as:  Why would you not want a dump built in your neighborhood? What health risks come with living near a chemical plant?  Why are poor people more likely to live next to industrial plants? |
| Next the teacher will show the [video](https://detroitenvironmentaljustice.org/what-is-environmental-justice/) explaining environmental justice.  The teacher will then give several scenarios and have the students vote on whether that is an example of environmental injustice or not. | The teacher may want to recap the video and have the students summarize what they think environmental justice is after viewing the video.  [Here](https://www.insider.com/environmental-racism-examples-united-states-2020-8) are several options for examples. The teacher should use their knowledge of their students to choose the most relevant options. |
| *Formative Performance:  Teacher may choose to use discussion and voting as formative assessment for I can statement or choose to have students do a quick write on what environmental justice means* | While assessing, look that the student has made the connection between socio-economic status and environmental inequities |
| **I can describe the environmental and social disparities are impacting South Carolina** | |
| Students will read the abstract from the [link](https://www.liebertpub.com/doi/10.1089/env.2013.0019) provided that further explains how environmental damages disproportionately impacts people based on SES and race in South Carolina  Students will then use the [map](https://ordspub.epa.gov/ords/cimc/f?p=CIMC:MAP:0::NO::P71_IDSEARCH:SF_SITE_ID%7C0406817) or [link](https://19january2017snapshot.epa.gov/sc/list-superfund-sites-south-carolina_.html) provided to find superfund sites close to them and research the damage those sites have caused to the community and what steps have been taken to clean the site. | Students could also create flashcards with the acronyms like SES and LUST and more difficult words for vocabulary  Teacher may want to steer students towards a specific list of superfund sites that are relevant or easier for class to understand. |
| Students will then read about [Dr. Saundra Glover](https://www.ceejh.center/built-environment-and-spatial-justice-1/ehcore-wb3yb-2nc2e) and the work she has done for environmental justice through her program EHCORE  As a class, they will then create a list of things Dr. Glover and her contemporaries have done to create environmental justice. The class will then brainstorm things they could do for the communities around them being impacted by industrial pollution. | This literature may need to be summarized in appropriate language for student reading level or group read. |
| *Formative performance: The research/data students find will indicate their ability to find and apply information. The list the class creates will allow the teacher to evaluate the students’ knowledge on civic actions that can be taken.* | On the list, teachers should look for and steer students’ towards answers like getting funding, informing the community, gathering support, finding and funding healthcare opportunities, pursuing the companies responsible, using best methods for the cleanup, petitioning the EPA, doing regular check-ups on pollution levels. |
| **I can create a call to action to address environmental injustices in South Carolina** | |
| Students will either:  write a letter to Dr. Glover using their research explaining which superfund site her organization should focus on cleaning up next and why  Or  Create a brochure on a superfund site they would use to inform the surrounding community of the dangers of the site. | Teacher may want to choose the superfund site the students use since not all health hazards are easily understood by middle schoolers and the writing on the superfund website is higher level. |
| *Formative Performance: Students should have applied their knowledge of the superfund site and practices they could take to remediate that specific situation. The end product should show their understanding of how industrial pollution is harming that specific community and possible responses and civic actions that can be taken.* | Teachers should look to see if the student used civic action approaches from the list the class made previously and if the student shows an understanding of the environmental injustices happening around them. |
| **Summative Performance Sequence**  The students can either do a gallery walk or present their call to action products. As they view their classmates’ letters or brochures, they will jot down answers to the OIQ: “How can I advocate for environmental justice in my own community?” | The formative assessments provided in the Lesson/Unit sequence should prepare students for the summative task. Teachers may need to adjust the suggested summative performance based on their formative data. |

**References**

Center, C. E. E. J. H. (2021, March 29). *EHCORE*. Community Engagement, Environmental Justice & Health. Retrieved November 2021, from https://www.ceejh.center/built-environment-and-spatial-justice-1/ehcore-wb3yb-2nc2e

Colarossi, N. (2020, August 13). *10 egregious examples of environmental racism in the US*. Insider. Retrieved November 2021, from https://www.insider.com/environmental-racism-examples-united-states-2020-8

Environmental Protection Agency. (2016, July 19). *List of superfund sites in South Carolina*. EPA. Retrieved November 2021, from https://19january2017snapshot.epa.gov/sc/list-superfund-sites-south-carolina\_.html

Environmental Protection Agency. (2021). *Cleanups In My Community Map*. EPA. Retrieved November 2021, from https://ordspub.epa.gov/ords/cimc/f?p=CIMC%3AMAP%3A0%3A%3ANO%3A%3AP71\_IDSEARCH%3ASF\_SITE\_ID%7C0406817

*Presented by South Carolina Department of Education.* South Carolina African American History Calendar. (n.d.). Retrieved November 2021, from https://scafricanamerican.com/

Wilson, S., Zhang, H., Burwell, K., Samantapudi, A., Dalemarre, L., Jiang, C., ... & Naney, C. (2013). Leaking underground storage tanks and environmental injustice: Is there a hidden and unequal threat to public health in South Carolina?. Environmental Justice, 6(5), 175-182.

This is an opportunity to list any professional references for the teacher regarding social studies content, pedagogical research, or any other materials for a teacher’s professional growth. Please list in APA format.

**Additional Resources**

Here are several articles that could be used to expand the lesson or alternatives to sections of the lessons that may not be appropriate reading levels for students.

<https://archives.huduser.gov/healthycommunities/indicator/18047.html>  
This is a list of superfund sites accompanied with an explanation of what superfund sites are and the dangers of living in proximity.

<https://www.usnews.com/news/health-news/articles/2021-04-19/live-near-a-superfund-site-your-life-span-might-be-shorter>

This article explains how proximity to superfund sites shortens life expectancy and provides recent research.  
  
<https://sites.uab.edu/humanrights/2021/01/15/people-of-color-live-disproportionately-close-to-superfund-sites/>

<https://thehill.com/policy/energy-environment/505526-new-report-underscores-racial-prejudices-in-superfund-sites>

Both of these articles explain the disproportionate amount of people of color living near superfund sites and the connection between health disparities in those communities due to their geographic location and historical inequities.