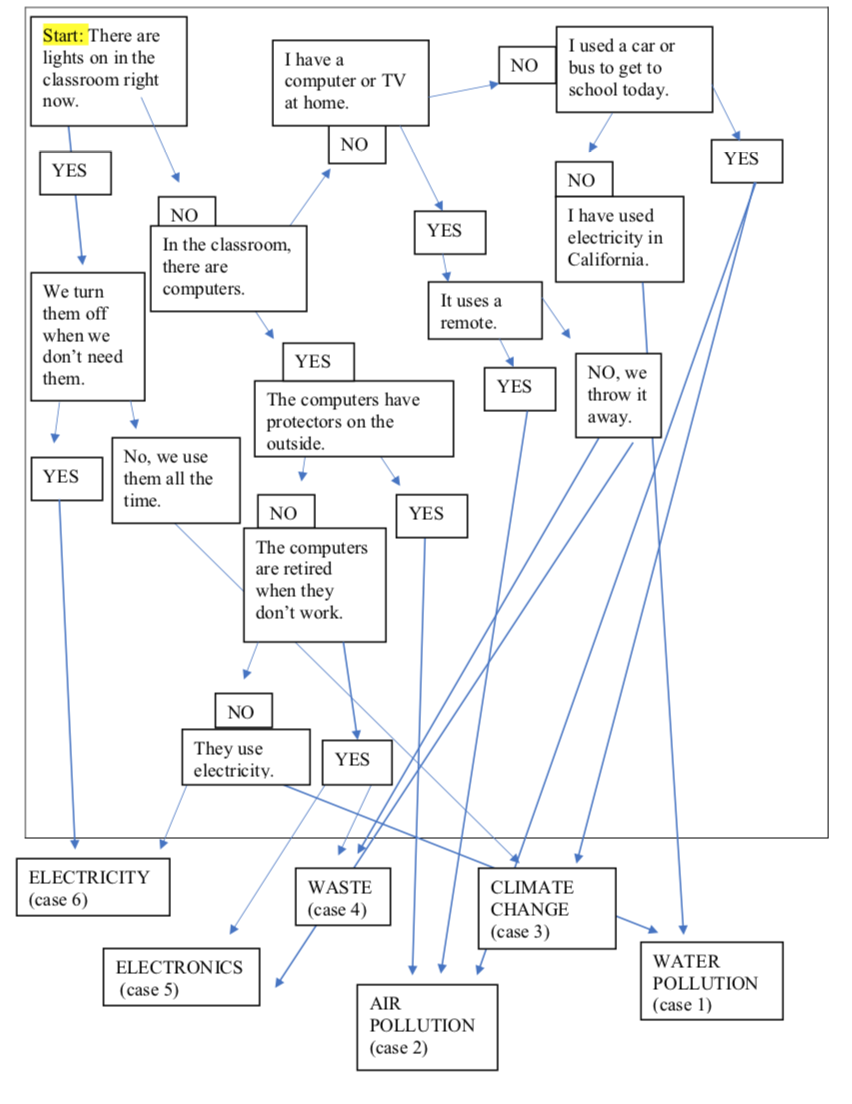
**Pop-Out Essential Question:** *How do we contribute to environmental problems and how do these problems affect certain populations more than others?*

In the last two units, you have explored some of the environmental challenges facing the world today. Using what you already know, we will take a closer look at some different environmental problems around the globe and see if we, in the United States, are contributing to these problems. We’ll also explore who suffers most from these environmental challenges, ask ourselves why, and consider whether this is fair.

**Engage**

Individually,

1. Take a few minutes to look through the flowchart on the next page. Answer the questions for yourself, circling answers as you go and using a highlighter or colored pencil to trace your path.
   * It is important to keep in mind that every person makes actions that affect other people; when you find your actions are contributing to a problem in the world, remember you are not alone! We need to understand the connection between our actions and environmental problems so we can try to change them.
2. Read through the remainder of the flowchart, asking yourself how you personally might contribute to some of the other environmental problems.

**Explore**

**Explore**

Now that you have seen some of the connections between yourself and various environmental problems, we are going to learn more about those specific environmental problems. With your group,

1. Explore your group’s case study. It may include a video, a podcast, a website, or an article. Use an annotation strategy provided by your teacher as you work through your case.
2. As you engage with your case study, please record your analysis in the chart below. You will use this to develop a poster to explain your case to the class:

|  |  |
| --- | --- |
| **Case Number and Location** |  |
| Describe the context where the environmental problem takes place:   * *Where is the problem?* * *What is relevant information about the population living in that area (size, income levels, racial breakdown)?* |  |
| Describe the environmental problem:   * *What is the problem?* * *What are the impacts on the environment?* |  |
| Describe the people involved:   * *Who benefits from the situation and why?* * *Who suffers most of the consequences and why?* |  |
| Reflect on the case study:   * *How does this make you feel?* * *Do you think this is fair or not? Why?* |  |

**Explain**

You have learned about an environmental problem that affects a specific population, but this is not a unique example. We see cases of this across the globe. This trend is known as **environmental injustice**, when minority communities are unfairly affected by the impacts of environmental problems. Today, you will learn about many different cases of environmental injustice.

1. With your group, make a poster to share what you learned about your case study, using your notes in the table above to help you. Remember that visuals, flowcharts, and diagrams are always helpful.
2. Share your poster with the whole class in a gallery walk so that everyone can learn about all of the various problems.
3. During the gallery walk, use the space below to individually take notes on each poster.

|  |  |  |
| --- | --- | --- |
| Case Study 1 | Case Study 2 | Case Study 3 |
| Case Study 4 | Case Study 5 | Questions You Have |

**Elaborate**

Exploring all these environmental issues may seem impossibly huge, but it is not hopeless! With your group, read about the soybean pesticides in Argentina (a country in South America) to learn about a community attempting to combat an environmental issue. Take notes in the chart below.

|  |
| --- |
| **Describe the situation:**  ***What were the big companies doing and why?***  ***How did this affect the community?*** |
| **What did the community want to change?** |
| **What human actions contributed to changing the situation?** |

**Evaluate and Reflect**

Individually, reflect on this pop-out by answering the questions below. Then, with your group, discuss and be prepared to contribute to a class-wide discussion.

1. What do the different case studies have in common?
   * Why do certain communities seem to be more affected by environmental problems than others?
2. Regardless of whether your community is personally affected, we all are connected to these environmental problems.
   * How are you personally contributing to these environmental problems?
   * What can you do about it?