

ECOJUSTICE – Annotated Bibliography

By: Alexis Pitches

Ecojustice is arguably one of the most important fights of our time. Equitable impact and the continued degradation of our planet need to be address not only within our classrooms, but within society. I think it is integral to question the western worldview and to try and create a society that has the best interests of everyone and everything at heart. To look at the BC Social Studies Curriculum there is an absence of this discussion. Not only is it pushed aside, but it is forgotten all together. The environment is the geographic platform of our civic engagement, and arguably will have the biggest impact on the history of tomorrow. To not engage in ecojustice in the social studies classroom is to ignore our current reality and what many of the students are most concerned with.

In looking into this topic, I have looked into two areas for further development with my students. The first major issues of ecology in looking at a Canadian content is the environmental racism that occurs and the fact that the poor, specifically Indigenous communities, are bearing the brunt of our effects of global warming and environmental harm. Lastly, our human effects thinking about food, population growth and fossil fuel extraction, and what changes we can make to insure a better world. In researching this topic, I have aimed to have the material at the grade 11, 12 level, tailoring it to fit within a Social Justice 12 class. Though with some adaptation on theme and some additional scaffolding for some content, I believe most of these materials could be used in any high school class discussing the issues of climate change and environmental racism.

My rationale for the sources that I have selected are to have a comprehensive look at the issue within mainly a Canadian context. I have opted for resources that students could use and manipulate. Keeping the readability of the pieces low so that most grade 12 readers would not have difficulty. I have aimed to have a myriad of different types of sources so that students examine and interact with this material in many different ways, and a couple of issues within the Social Justice world. The purpose of this unit is to play with the material, to be told stories, and to experience the issues in an immersive way; websites where students can discover, films which they can dissect, games that they can interact with and contemplate the impact, simulations that will make them consider various viewpoints. I also hope that the materials presented offer a framework for students to look towards solutions and find some way that they can contribute and make a difference.

ENVIRONMENTAL RACISM

Buford, T. (2018, May 3). Climate Change and Vulnerable Communities - Let's Talk About This (Hot Mess). Retrieved December 04, 2020, from <https://www.propublica.org/article/climate-change-and-vulnerable-communities-lets-talk-about-this-hot-mess>

Climate Change and Vulnerable Communities is a 5min and 10second video that looks at how climate change disproportionately effects vulnerable communities and the notion of Environmental Justice. The video not only looks at issues around the world but also tangible examples from the US. The video talks about extreme events as well as just the increase temperatures world-wide. It also talks about the history of the Ecojustice movement and the government reaction to the movement. This video is a succinct informative video best used as an introduction to the introduce the idea of environmental racism. It shows clear examples for students to understand. Asking students to do a SIT chart (surprising, Interesting, troubling) allows for students to extract the information that they find most difficult.

Buford, T. (2018, September 20). What Indigenous Communities Teach Us About Climate Change Hot Mess. Retrieved December 04, 2020, from <https://www.pbs.org/video/what-indigenous-communities-are-teaching-the-rest-of-us-abou-n6lk3u/>

What Indigenous Communities Teach Us about Climate Change is a 5min and 5 sec video that looks into how traditional indigenous knowledge can help in understanding how climate change is affecting our planet. This resource is a great quick introduction to the link between indigenous knowledge and worldview and how that is beneficial to fight climate change. It clearly indicates that indigenous communities are not one force but it is a generalization of multiple groups with a shared value. This video then goes into a bit more detail on how the Inuit use the local knowledge to adjust with the changes that are occurring. This resource is not in-depth but is sufficient in capturing attention or restating the issue. This resource would be important to show students after looking into the differences between Western World view and Indigenous World View. A think/pair/share is a great activity after to get students to consider and come up with other examples of how indigenous knowledge is better or can aid the predominant western ideology.

Ecojustice Cases. (2019, November 27). Retrieved December 04, 2020, from <https://ecojustice.ca/cases/>

Ecojustice is a website is a Canadian environmental Law charity. Its mission is to “defend nature, combat climate change and fight for a healthy environment for all, thought the power of the law. This link goes directly to the cases that are both open and closed. This resource would be a great way to have students look at case studies of law cases on behalf of the environment. Each post shows what the issue is, why ecojustice got involved and what the ideal outcome would be. This resource is a great way to show ecojustice in action and impacts that citizens are making in changing our laws.

Efe, 350 Turkey Campaigner. (n.d.). Parata: A climate justice exploration. Retrieved December 04, 2020, from <https://trainings.350.org/resource/parata-a-climate-justice-exploration/>

Parata is a game to look at the issues that surround climate change in daily life. Through the act of role play it enables students to inhabit different segments of society and socio-economic levels. It depicts a reality of a made-up place and asks the students to consider the reality of what's going on in their lives before asking a series of questions. It is similar to a privilege walk but surrounding the issue of climate change. Playing this game at the beginning of the unit would allow students to feel the personal significance of this issue. Climate change affects us all, but this game highlights that it affects us to varying degrees, without asking the students to examine their own situation in front of others. A good follow up piece would to ask students to write a reflection on where they stand in terms of the effects of climate change.

Klasing, A. (2020, May 27). Make it Safe. Retrieved December 04, 2020, from <https://www.hrw.org/report/2016/06/07/make-it-safe/canadas-obligation-end-first-nations-water-crisis>

Make is Safe is the report of the Human Rights watch look into access to drinking water in Indigenous Communities in Canada. In the summary it takes a look at the problem, impact, Canada's legal obligation, list of recommendations. It then takes a look at the methodology and the First Nations Reports. This article is long and would be best be examined either in parts or a jigsaw activity. Tackling parts bit by bit and then examining the recommendations. This report was originally written in 2016, it would be interesting to have students examine what the government has done with the recommendations.

Kline, J. (2019, March). Helena Swinkels, MD, MHSc, FCFP, FRCPC, Sylvia Struck, PhD, Linda Pillsworth, Btech, CPHI(C). Access to safe drinking water in First Nations communities and beyond. BCMJ, Vol. 61, No. 2, March, 2019, Page(s) 79-80 - Special Feature. Retrieved December 06, 2020, from <https://bcmj.org/special-feature/access-safe-drinking-water-first-nations-communities-and-beyond>

Access to safe drinking water in First Nations Communities and beyond is a look at the positive work that has taken place in BC to address First Nations rural communities and their access to clean, potable water. This article is relatively short and highlights the work that has been done. It is important to look at the improvements made and to see solutions in action. This topic can be overwhelming and depressive so insuring students are able to see progress made is key. With this article I would have students think, pair, share on the validity of the improvements made and ask them to think of is this enough?

Koza, F., Charles, N., Beeman, J., Waldron, I., Scott, D., & Ferreira, K. (2020, November 26). Canada's Big Chances to Address Environmental Racism. Retrieved December 04, 2020, from <https://thetyee.ca/Opinion/2020/11/26/Canada-Big-Chances-Address-Environmental-Racism/>

Canada's Big Chances to Address Environmental Racism is an opinion piece surrounding the inaction of the Canadian government surrounding environmental racism and sacrifice zones. Three pieces of proposed legislations are awaiting Trudeau's attention and would strengthen Canada's Environmental Protection Act. This article is a recent look that the governmental impact of environmental racism. Taking a look at the current bills that the government is thinking about enacting. It would be interesting to have students look into what went in to making these bills, and what needs to happen to have them passed. Lastly thinking of what might stop them from going ahead.

Mitchell, K., & D'Onofrio, Z. (2016). Environmental injustice and racism in Canada: The first step is admitting we have a problem. *Journal of Environmental Law and Practice*, 29, 305. <https://search-proquest-com.ezproxy.library.ubc.ca/docview/1771698573?pq-origsite=summon&accountid=14656>Links to an external site.

Environmental Injustice and Racism in Canada is a scholarly journal article looking at environmental justice and environmental racism. It examines the lessons learned in the United States to the Canadian context and makes suggestions on ways to address the issue. This article takes a deep look at how the United States has tackled ecojustice and why Canada has not done as well in this regard. It makes clear connections be low-income and indigenous communities bearing the brunt of climate change. This resource is a great teacher resource to get familiar with the topic, though it is in easy to understand language and would be accessible to grade 12 students. Offering quotes, or sections of this article as reading would give students a strong background of knowledge on the current environmental racism issues. This article would best be assigned as independent reading, but then small group discussions surrounding the article so students could discuss in a safe environment key takeaways and issues. After reading this article I would ask students what they would want to examine further for a case study.

CLIMATE CHANGE – IMPACTS AND SOLUTIONS

Cho, R. (2007). Climate Justice in BC: Lessons for Transformation. Retrieved December 04, 2020, from <https://teachclimatejustice.ca/>

Climate Justice in BC website has a number of lesson-plans surrounding climate Justice aimed at the high school level. Lesson's include an introductory to climate change and climate justice, food systems, transportation, waste, fracking simulation, imagining the future and challenges to change. All of these lesson plans have been created with the BCTF and are applicable to a number of social studies courses at numerous grade levels. Though some of the activities are a bit outdated, or not all parts of a lesson may be applicable to the purpose of the lesson. This resource does give a wide variety to pick and choose through. This source is very relevant to the topic and could be positioned

in the class in many ways. It also offers a large amount of activities that are applicable to the conversation of ecojustice.

Ewanick, S. (2020, Oct 19). Mining for justice: how will the cookie crumble? Retrieved December 04, 2020, https://docs.google.com/document/d/1W0PQXnw07wsDJsag5lrwj_AVFDKMC264E2KrWV63f00/edit

Mining for Justice is a cookie mining activity was adapted from an Earth Science project as is a great way to get students to engage in the impacts of mining. It asks students to “mine” a cookie deciding where they will place the mine and who or what it will affect. This adaptation has included the harm it is to local communities and can be adapted to look at remediation as well. It allows student to play with the product and think about the materials in their phones and how that product is produced. After discussing environmental racism and moving into impacts and solutions, this would be a great activity to break up those topics. It has elements of environmental racism, but asks students to think about a mines impact, tying concepts together.

Flannery, T. F. (2010). *We are the weather makers / the history of climate change* (1103027864 834842298 S. Walker, Trans.). Somerville, MA: Candlewick Press.

We are the Weather Makers is a brief history of global warming and the predictions of how the next century will unfold. It is written in easy to comprehend language broken into 3 parts: Earth and “the Carbon Connection, Endangered Habitats and What’s to Come?” Throughout the book there are “calls to action” as ways in which the student can change behavior and patterns to have an impact on climate change. This would offer great action pieces to review and try to implement to make change. This book could be used by additional reading on specific issues to broaden a student’s understanding on a topic of their choosing. The second option for use of this book is to examine the “calls to action” and see how that can be placed into the lives of the students. In a Social Justice class a great project would be to start a campaign of activism. If the students are interested in the environment, this would be a great resource to offer suggestions of campaigns.

Hunter, D. (n.d.). Practicing Studying Climate Impacts. Retrieved December 04, 2020, from <https://trainings.350.org/resource/practicing-studying-climate-impacts/>

Practicing Studying Climate Impacts is an activity to encourage people to see the impacts of climate change everywhere. It has a picture of a city and asks people to identify how many things they can see that would be impacted by climate change and how are they impacted? This would be a great introductory activity during the unit. After discussing the impact of climate change and how it effects various aspects of a community and nature. This could be adapted with different pictures to illicit different responses. It also could be used at the beginning of a unit to see how much student know and understand the impacts. It is a quick and easy game to get the conversation going.

Kennedy, L., Collins C., Tenaglia L., Caterini J. (2019). *Rotten: The Avocado Wars* (Rotten) .
https://www.netflix.com/watch/80146284?trackId=14170287&tctx=2%2C0%2C4b13ddd9-2e63-43c8-baa3-6dce822c5355-110178309%2C3ef5f937-5e1a-4ef0-bb4b-531da871392f_71547135X3XX1607121716791%2C3ef5f937-5e1a-4ef0-bb4b-531da871392f_ROOT%2C

The docuseries *Rotten* looks at the impact of the global food economy on people and the planet. In looking specifically at *the Avocado Wars* episode this 56-minute episode looks at the issues surrounding the avocados industry. Looking at the industry rise and how it went from a seasonal product to a year-round food all over North America. It then dives in the impacts of such a lucrative crop on the growers in Mexico, as well as the water usage in Chile. This film is a bit hyperbolic at times, but is an accurate representation of the impact of food we eat. Showing this film allows for students to see the impacts of this type of food production. Having students fill out a SIT (Surprising /Interesting / Troubling) chart throughout this film, then holding a discussion on the food economy and the impacts on the environment

Kirshenbaum, S., & Nielsen, M. (2020, January 10). Our food System is Rigged (Hot Mess). Retrieved December 04, 2020, from <https://www.pbs.org/video/our-food-system-is-rigged-feat-sheril-kirshenbaum-mipods/>

Our Food System is Rigged is a 12-minute video about the complication of our current food system and how it affects the climate. It discusses the complication and the need for interdisciplinary thinking. Though the video makes the clear connection that eating vegetables is better for the environment it does go on to explain how it is not this easy. It goes on to discuss how food misinformation and unequal access is very prevalent and effects how our global food system acts and impacts the environment. Overall this short 12-minute video is information rich and opens up the conversation about the complexity of the food system and the environmental impact. I think this video would be best paired with a graphic organizer, a SIT chart or a concept map would allow students to pull out the information and organize it before launching in a class discussion.

Kurzgesagt. (2020, June 21). Who Is Responsible for Climate Change? – Who Needs To Fix It? Retrieved December 04, 2020, from <https://www.youtube.com/watch?v=ipVxxxqwBQw>

Who Is Responsible for Climate Change? Is a 10-minute informative graphic video that discusses the history of carbon emissions and how countries argue about who is responsible and should fix it. It then takes a historical look at the global emissions and how looking at it in the historical context, or personal context, or current context skews different results. It has a very good visual graph of the rich countries making the biggest impact and the poor countries being most negatively affected by the effects. This video could be added to a historical look at country development and how that has affected the planet. It then takes a look at the need for countries to work together for a solution. This video would be shown with a graphic organizer for students to collect their thoughts as it is very rich in data.

Kurzgesagt. (2020, September 29). Is It Too Late To Stop Climate Change? Well, it's Complicated. Retrieved December 04, 2020, from <https://www.youtube.com/watch?v=wbR-5mHI6bo>

Is it too late to stop Climate change? is a 10-minute informative graphic video that look at the complicated challenge of addressing climate change. It looks at a 4 impacts of climate change: population size, economic growth, energy intensity, and global carbon footprint. This video is good in that it offers a solution, though complex it does have an answer. It discusses the importance of immediate action and lead to asking students what can we do now! This video should be watched with a SIT chart, or graphic organizer. Then students can be led into a group discussion, brainstorming solutions to lessen their carbon footprint, then how we can start a campaign to encourage others.

Merner, C. (2019, July 24). How is Food Climate Action? - Climate Guides: Vancouver. Retrieved December 04, 2020, from <https://www.climateguides.ca/blog/how-is-food-climate-action>

How is Food Climate Action? Is a blog with a quick synopsis of how food is impacting climate change and 10 ways that people can alter their food habits and make a positive impact? This blog is simplistic and limited in the information given, but it would give a concise overview. It also offers a great example of ways that students could express to others actions that they could take. It is also nice that it is in a Vancouver setting making the actions seem possible. In thinking of a Social Justice project, asking students to run a campaign is a great way to spawn engagement. This offers an example of one form that this can take.

Rao, A. S. (2020). *One Earth: People of color protecting our planet*. Victoria, BC: Orca Book.

One Earth is a book with exposes of people of colour and their fight for our planet. It is diversifying the image of the earth defender through 20 different peoples fight over sustainability issues. This book looks into people from many different places and 7 of the examples are from Canada. It is easy to read, adding a human and practical element to the fight against climate change. Every chapter as a “what can you do?” noted by the highlighted earth defender. This again can offer some steps forward to an issue that can seem too big to tackle. Though this book the language may be simplistic for grade 12 and the stories juvenile, there is something to take in showing how ecojustice takes place in the field in many different global issues. Giving students individual stories and asking them to research the greater issue that this person was tackling, identify the effect this person had on the issue and if there are any other ways, we can continue this person’s work in our school community.