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UChicago 2023 Summer Institute *Beyond the Headlines* Lesson Plan

Deforestation

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I. Plan Your Lesson

<p>What is the current event and/or pressing issue you are exploring in your classroom and why?</p> <p>*We will look at the impacts of deforestation as students need to know how to describe historic &amp; scenic natural areas.</p> <p>What are some of the systemic issues that drive this issue and/or event?</p> <ul style="list-style-type: none"><li>• Colonialism and lack of respect for natural resources</li></ul>	<p>Find 2 to 5 articles on the <a href="#">Pulitzer Center website</a> that align with this story. Your articles should capture stories in East Asia or the Middle East:</p> <p><i>See Pulitzer Center Reporting Section Below for Links</i></p>
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II. Get Familiar with *Beyond the Headlines*

Review the five unique lesson plans in the [Beyond the Headlines Lesson Series](#) and notice the sequence of the lesson plans:

1. Warm-up
2. Introduce the current event
3. Explore systemic issues through underreported stories: List the underreported stories you have found on the Pulitzer Center website
4. Discuss: Craft discussion questions that encourage students to...
  - a. Understand
  - b. Connect
  - c. Evaluate
  - d. Act
5. Extension Activity

## Lesson Plan Template

Directions: Use the table to craft your lesson plan.

Objectives (3 - 5)	
<p>Warm Up (&amp; first activity)  <i>Students make personal connections and/or activate prior knowledge of a theme, event, or idea using multimedia sources and/or statistics</i></p>	<p>Students will discuss a time that they have visited a park, forest, or other outdoor “natural” area. Next, they will look at the numbers of parks/amount of “green space” in various neighborhoods of Chicago. (<a href="#">worksheet</a> / <a href="#">website</a>) We will then compare and write notes on the board, then make predictions about why these numbers are different.</p> <p>See end of Lesson Plan for <i>Ward Worksheet Template</i></p>
<b>Introducing the Lesson</b>	
<p>Key Terms  <i>Identify words that are central to the issues being discussed and the reporting student will read.</i></p>	<ul style="list-style-type: none"> <li>• deforestation</li> <li>• financial dependance</li> <li>• forest management</li> <li>• old-growth</li> <li>• eminent domain</li> </ul>
<p>Current Event  <i>Succinctly describe the event or topic and provide context for that event by unpacking the interconnected, systemic issues that have driven that event.</i></p>	<p>As part of our unit on nature and climate change, students will look at land use in the USA and several Francophone countries (Congo, Mali, Côte d'Ivoire). We will also connect with science by discussing erosion.</p> <p>The warm-up allows students to look at who makes decisions about how land in used, and the impact on those who live there. The Pulitzer articles demonstrate how developing nations are used, first through colonialism and now through financial means, to provide materials that rich nations want.</p>

### Pause to Process Emotions

*Craft some questions or prompts to help students take a moment to process their emotions in community with one another.*

After introducing the lesson to students, pause to check in with their emotions. Depending on established classroom norms and student comfort levels, students can reflect privately, or share in a small group or whole group format. Consider giving students the option to complete the exercise independently.

How does learning and talking about this issue [traditional colonialism (governance) and neo-colonialism (financial) leading to environmental damage] make you feel?

Try to find at least three descriptive words.

Can you identify what is making you feel that way?

Think about...

- Specific details of the issue
- How the issue does/does not relate to you and people you care about

Pulitzer Center Reporting	
<p>Underreported Story 1</p> <p><a href="https://pulitzercenter.org/stories/mbila-d-eparture-contract-biased-clpa-deploire-th-eir-dispossessed-land-french">https://pulitzercenter.org/stories/mbila-d-eparture-contract-biased-clpa-deploire-th-eir-dispossessed-land-french</a> (English - looks clipped)</p> <p><a href="https://pulitzercenter.org/fr/stories/mbila-contrat-de-depart-biaise-les-clpa-deplor-ent-leurs-terres-depossedees">https://pulitzercenter.org/fr/stories/mbila-contrat-de-depart-biaise-les-clpa-deplor-ent-leurs-terres-depossedees</a> (French)</p>	<p>Title: <i>MBILA: Departure Contract Biased, CLPA Deplore Their Dispossessed Land</i> (*English OR French)</p> <p>Summary: In the Congo, people were left with damaged land and destroyed forests after logging and industrial agricultural companies took over land.</p>
<p>Underreported Story 2</p> <p><a href="https://pulitzercenter.org/stories/video-m-assive-traffic-rosewood-between-mali-an-d-china-senegal-transit-country-french">https://pulitzercenter.org/stories/video-m-assive-traffic-rosewood-between-mali-an-d-china-senegal-transit-country-french</a> (English - looks clipped)</p> <p><a href="https://pulitzercenter.org/fr/stories/video-trafic-massif-du-bois-de-rose-entre-le-mali-et-la-chine-le-senegal-un-pays-de-tran-sit">https://pulitzercenter.org/fr/stories/video-trafic-massif-du-bois-de-rose-entre-le-mali-et-la-chine-le-senegal-un-pays-de-tran-sit</a> (French)</p> <p><a href="https://www.enquetepius.com/content/trafic-de-bois-de-rose-p%C3%A9ril-sur-les-for%C3%AAts-maliennes">https://www.enquetepius.com/content/trafic-de-bois-de-rose-p%C3%A9ril-sur-les-for%C3%AAts-maliennes</a> (French)</p>	<p>Title: <i>Massive Traffic in Rosewood Between Mali &amp; China; Senegal a Transit Country</i> (*English OR French)</p> <p>Summary: Mali is being depleted of rosewood forests due to sales of the lumber.</p> <p>Supplemental Articles:</p> <ul style="list-style-type: none"> <li>○ <a href="https://adf-magazine.com/2022/09/insatiable-demand-for-rare-wood-in-china-leads-to-stripped-forests/">https://adf-magazine.com/2022/09/insatiable-demand-for-rare-wood-in-china-leads-to-stripped-forests/</a></li> <li>○ <a href="https://www.voanews.com/a/china-s-illegal-rosewood-trade-with-mali-under-scrutiny-/6580241.html">https://www.voanews.com/a/china-s-illegal-rosewood-trade-with-mali-under-scrutiny-/6580241.html</a></li> <li>○ <a href="https://foreignpolicy.com/2022/12/17/ghana-rosewood-illegal-logging-china/">https://foreignpolicy.com/2022/12/17/ghana-rosewood-illegal-logging-china/</a></li> </ul>
<p>Underreported Story 3</p> <p><a href="https://pulitzercenter.org/fr/stories/le-ca-cao-devore-la-foret-ivoirienne">https://pulitzercenter.org/fr/stories/le-ca-cao-devore-la-foret-ivoirienne</a> (French)</p>	<p>Title: <i>Le cacao dévore la forêt ivoirienne</i></p> <p>Summary: Forests in Cote d'Ivoire are being overgrown with cacao.</p>
<p>Underreported Story 4</p> <p><a href="https://pulitzercenter.org/stories/meet-people-safeguarding-sacred-forests-and-lagoons-west-africa">https://pulitzercenter.org/stories/meet-people-safeguarding-sacred-forests-and-lagoons-west-africa</a> (English)</p> <p><a href="https://pulitzercenter.org/stories/cote-divoire-these-initiatives-bring-life-back-land-degraded-gold-panning">https://pulitzercenter.org/stories/cote-divoire-these-initiatives-bring-life-back-land-degraded-gold-panning</a> (English)</p>	<p>Title: <i>These Initiatives Bring Life Back to Land Degraded by Gold Panning / Meet People Safeguarding Sacred Forests and Lagoons in West Africa</i></p> <p>Summary: Stories of forest renewal and protection.</p>

<b>Discussion Questions</b>	
<p><b>Understanding the story</b> <i>Write 2 -3 comprehension questions.</i></p>	<ol style="list-style-type: none"> <li>1) What is one piece of information in the news story you explored that you already knew?</li> <li>2) What is one piece of information in the news story that surprised or interested you?</li> <li>3) Did you have any questions while exploring the story? What more do you want to know?</li> </ol>
<p><b>Connecting to the story</b> <i>Write 2 -3 questions that help student connect with the experiences of people most impacted by the issues in the articles.</i></p>	<ol style="list-style-type: none"> <li>1) How can you connect with the story you read on a personal level? For example:               <ol style="list-style-type: none"> <li>A) Do you share experiences with any of the people in this story, or do people close to you share those experiences?</li> <li>B) Have you experienced feelings similar to those the people in this story describe?</li> </ol> </li> <li>2) Have you ever had something taken from you, or that you lent to someone, and it was returned broken? How did you feel? What did you do?</li> </ol>
<p><b>Evaluating the story</b> <i>Write 2-3 questions that encourages students to connect the story to their understanding of a systemic issue and/or highlight underreported elements of a larger issue.</i></p>	<ol style="list-style-type: none"> <li>1) How did the story you read highlight an <u>underreported story</u>? For example:               <ol style="list-style-type: none"> <li>a) Were the voices of people who are often not included in news coverage centered?</li> <li>b) Did the story explore the root causes of an event, or its long-term impacts?</li> <li>c) Did you learn about an issue or a place you didn't know much about before?</li> </ol> </li> <li>2) What other cases have you heard about or studied when an inside or outside power takes control of land to use it in a certain way?</li> </ol>
<p><b>Acting on the story</b> <i>Write 2-3 questions that inspire students to follow curiosities and/or list solutions to problems described in the story.</i></p>	<ol style="list-style-type: none"> <li>1) What stories do you think might be underreported in the current coverage of land use, and forcible land takeover? What can we do to seek out those stories?</li> </ol>

	<ol style="list-style-type: none"> <li>2) How are people working to resist and find solutions to injustices in the eminent domain system? (If you don't know, do some research!)</li> <li>3) What do you think you and your classmates can do to be part of the solution to injustices in the land use systems? (After brainstorming, check out the extension activities below for additional ideas.</li> </ol>
<b>Extension Activities</b>	
Extension Activity 1	<ol style="list-style-type: none"> <li>1. Research what the land was like where you live 100 years ago, and 200 years ago, and before it became a city or town. What are the benefits and drawbacks?</li> </ol>
Extension Activity 2	<ol style="list-style-type: none"> <li>1. Is there an Interstate highway (or main road) near you? When was it built? What was there before that?</li> </ol>

### Assessing Student Learning

In what ways do you plan to assess student learning through this lesson plan? (e.g., rubric, collecting and scoring discussion question-driven written responses, exit tickets, participation, etc.)

\*vocabulary exercises, and exit slips for comprehension of articles

### Plan for implementation

Describe your plan to teach this lesson; Provide the context and how it may align with your vision for instruction this academic year.

We will cover nature & climate in French 2 in Quarter 4. I will use this lesson then. I have 2 French speakers, so I can differentiate with articles in different languages