How can peaceful protest lead to environmental justice?

Supporting Questions

1. SQ #1? What is environmental justice?
2. SQ #2? Does peaceful protest work?
3. SQ #3? What are peaceful actions we can take to protect Hawaiʻi’s oceans?

Image source: http://www.kahea.org/issues/environmental-justice
## Can peaceful protest bring environmental justice?

### Standards and Content

**Social Justice Standard 20:** Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

**Action Focus:** Action 17 AC.9-12.17 I take responsibility for standing up to exclusion, prejudice and injustice.

**E.L.A. 11-12.RI.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Na Hopena A‘o:** Strengthened Sense of Responsibility, Strengthened Sense of Hawai‘i

### Staging the Compelling Question

**Hook Activity:** To introduce the topic show the GreenPeace video about environmental justice actors and review terminology that will be used in this inquiry. Possible terms to cover might include environmental justice, collective action, peaceful protest, civil disobedience, and indigenous rights.  

[Video Link](#)

### Supporting Question 1

**Supporting Question 1**

**Formative Performance Task**

What is environmental justice?

Write a S.E.E.I defining environmental justice after viewing the videos in source A & B and reading the text in source C. Discuss answers with class.

### Supporting Question 2

**Supporting Question 2**

**Formative Performance Task**

Does peaceful protest work?

Independent task: Compare MLK Jr’s 6 steps to peaceful protest with Kapu Aloha from Mauna Kea using a thinking map

Printable Graphic Organizer: [Double bubble chart and question response space](#)-Print 2- sided

### Supporting Question 3

**Supporting Question 3**

**Formative Performance Task**

What are peaceful actions one can take to protect Hawai‘i’s ocean and its resources?

After reviewing the Kahea.org Ocean Protection webpage, the *Promise to Pae‘āina o Hawai‘i* text, and the Mālama Honua World ocean Day video, students will work in teams to make a list of 5 actions they can take to protect Hawai‘i’s ocean resources. Then student teams should choose one action from their list to elaborate and expand on in the summative activity.

### Featured Sources

**Sources A/B:** Global and National views on Environmental Justice  
**Lens:** Indigenous Rights and

**Source A: National-MLK’s Six steps for peaceful protest (pages 1-2):**  
**Source B: Local-Kapu Aloha**

**Source A: text-"Ocean protection":** Kahea.org

**Source B: examples of peaceful action in Hawai‘i:** Promise to the
ARGUMENT: How can peaceful protest lead to environmental justice? Work in a team to outline the key ideas, script, and storyboard for a PSA announcement in support of environmental justice in Hawai‘i. Highlight the action you selected in activity three. Be sure to include references to the key concepts of peaceful protest and environmental justice in your PSA design. Explain the role of personal responsibility and make a Hawai‘i connection in your PSA design.

EXTENSION. Film your PSA. Make a video with a message. Consider setting, props, sound and imagery.

Perform Hoʻōla Academy Alakaʻi responsibility

UNDERSTAND Identify and describe methods of peaceful protest that can help in the fight for environmental justice to underclassmen in a homeroom presentation or by sharing your PSA video from the extension activity.

ASSESS Take a stand-determine and state your own opinion on whether peaceful protest is effective in achieving environmental justice and encourage underclassmen to form their own opinions on the topic.

ACT -Share your final PSA video product with the underclassmen of the academy in a public presentation.

*Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.
**Overview**

**Inquiry Description**

The goal of this inquiry is to lead students through an investigation of peaceful methods of protest to empower them to develop their own answers to the compelling question about how these methods can be utilized to address compelling issues of environmental justice in their own state and communities. While environmental justice is important for all people, this inquiry uses a lens of indigenous rights and indigenous knowledges to frame the issue for students. Students will learn about the connections between environmental justice and various indigenous groups globally and locally; the history of peaceful protest and some of the achievements derived from these actions. To take action, students complete a PSA design and delivery project that connects peaceful actions to an environmental justice issue.

**This inquiry highlights the following additional standards:**

<table>
<thead>
<tr>
<th>Hawaii Content and Performance Standards III: Social Studies</th>
<th>The Contemporary World 1989-present</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Examine critical human rights issues in the contemporary world</td>
</tr>
<tr>
<td><strong>Benchmark SS.11.3.17</strong></td>
<td></td>
</tr>
</tbody>
</table>

**HIDOE General Learner Outcomes**

- Community Contributor (The understanding that it is essential for human beings to work together)
- Complex Thinker (The ability to demonstrate critical thinking and problem solving)
- Effective Communicator (The ability to communicate effectively)

**It is important to note that this inquiry requires prerequisite knowledge of the following terms:** (these may be taught in the introductory lesson if needed)- indigenous, civil rights, civil disobedience, justice, environment, conservation.

**Note:** This inquiry is expected to take approximately five, 50-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.
Structure of the Inquiry

Students will participate in learning activities that break down the two major concepts of the inquiry: environmental justice and peaceful protest. In the third activity, the students will apply the knowledge from activities one and two. For their culminating activity, they will create a product based on their applied knowledge from activity three that demonstrates their learning and can be implemented as a public action.

In addressing the compelling question, students will start by learning about the concept of environmental justice by viewing videos from three perspectives: global, national, and local (Hawai‘i) on indigenous people and environmental justice. They will demonstrate their understanding through either a S.E.E.I. (less required class time), or an A.V.I.D. one-pager (for those with more time).

In activity two, students will learn about the history of successful peaceful protest methods such as those used by Gandhi and Martin Luther King Jr. These will be compared with the Kapu Aloha standards instilled during the Mauna Kea protests. Note that this follows the same model as activity one moving from global (Gandhi) to national (MLK) to Local (Kapu Aloha). The formative activity number two will be to complete a double bubble thinking map that identifies similarities and differences between MLK’s list for peaceful protest and the Kapu Aloha list.

After reviewing the examples, students will be asked to consider the compelling question and work in teams to apply their new understanding to the specific case of ocean conservation here in Hawai‘i. For their third formative activity, they will produce a list of five peaceful actions individuals can take to support ocean conservation efforts and then choose one of them to move forward with for the summative activity.

For their summative activity, students will draft a statement in the form of a PSA that identifies a peaceful action that can help to achieve environmental justice. To extend this activity and take informed action, students will film their PSA and either post it to social media or share it through the school announcements.

Staging the Compelling Question

In staging the compelling question, students watch this video of Greenpeace activists from around the world working for environmental justice and identify terms that will be used in this inquiry.

Video: Greenpeace video *We. Are. Greenpeace*. 1 min 55 sec.

Terminology:

- Introduce or review and discuss Key Terms and Concepts as determined by specific class need:
  - environmental justice
  - collective action
  - peaceful protest
  - indigenous rights
  - civil disobedience

![CC BY-NC-SA]
Supporting Question 1

The first supporting question: What is Environmental Justice?

The formative task: Students will use what they have learned in the videos and text provided to write a SEEI defining environmental justice. Answers should be shared in a teacher-led whole class discussion to make sure everyone has a clear working definition of environmental justice before proceeding to activity two.

Teachers may implement this task with the following procedures: share the Waiʻanae environmental justice Bill of Rights document; present the SEEI model if students are not already familiar with the format; have students write a SEEI to process their takeaways from the reading and videos and to demonstrate their understanding of the concept of environmental justice. Lead students in a whole group discussion of their S.E.E.I. responses to guide everyone to a clear working definition of environmental justice before moving on to activity two.

Primary Standards addressed: ELA 11-12.RI.7, Social Justice Standard 20, and Na Hopena Aʻo - Responsibility

The scaffolds and other materials may be used to support students as needed:

Supplemental videos may be used as needed to support student understanding of the concept of environmental justice as an indigenous issue:

Video: What is indigenous environmental justice?

Video: Why indigenous environmental justice matters?

Pintables: The SEEI template: S.E.E.I Extension Handout: AVID One Pager Checklist

Activity One Extension Option: for those who feel their students may benefit from more sustained engagement with the topic, the S.E.E.I may be replaced with the more extensive A.V.I.D. One-pager given the topic “Environmental Justice”

Source Description and Links: Sources A and B were selected to introduce the concept of environmental justice through the lens of indigenous rights. Source C was selected to help students make a local connection to this global issue and instill a sense of relevance by connecting the concept of environmental justice to their own community (Note: teachers may choose to exchange the source C document for material that reflects their own region or community).

Sources A/B: 2 Videos: Global and National views on environmental justice through the lens of indigenous rights and knowledges

A. Global: Video 2min36 sec
   “Indigenous Climate Action: Indigenous Peoples & Climate Change”
B. **National:** *PBS Video 6 min 11 sec*
   
   “*Climate change and Indigenous People*”

**Source C- Local Perspective Text:**

C.  *Environmental Justice Bill of Rights for the People of Waianae*
Supporting Question 2

The second supporting question - Does Peaceful Protest Work?

The formative task is: Independent task: compare MLK Jr’s 6 steps to peaceful protest with the protocols of Kapu Aloha using a double bubble thinking map. On the reverse side of their thinking map, students will answer the question: Does peaceful protest work? with explanation and evidence.

Teachers may implement this task with the following procedures- Show the Ghandi and the MLK slideshow to guide students through the history of peaceful protest. Share the two-sided document with MLK’s 6 steps for peaceful protest on one side, and the guidelines for Kapu Aloha on the other side. Have students fill out the double bubble chart comparing and contrasting the Six Steps and Kapu Aloha. They can answer the supporting question on the reverse of the handout (printable link below).


These scaffolds and other materials may be used to support students as they work with sources:

Sources C-D-Optional and supplemental materials may be used as desired for specific class need

D. MLK Non-Violence Slideshow may be used to introduce the history and topic of Peaceful Protest and MLK Jr/ Gandhi. Select slides as needed.
E. Review examples of non-violent actions with students for clarity: https://thekingcenter.org/glossary-of-nonviolence/

Printable Graphic Organizer: Double bubble chart and question response space-Print 2- sided

The following featured sources were selected to show students the history of peaceful protest and help them draw connections to place-based contemporary actions.

- Featured Source A /B is 2-sided document with Martin Luther King Jr.’s Six Steps for peaceful protest on one side and the protocols for Kapu Aloha on the second side.
  A. Source A: National- MLK’s Six steps for peaceful protest (pages 1-2):
  B. Source B: Local- Kapu Aloha Protocols (page 3)
Supporting Question 3

The third supporting question—What are peaceful actions we can take to protect Hawai‘i’s ocean and its resources?

The formative task: After reviewing the Kahea.org Ocean Protection webpage, the Promise to Pae‘āina o Hawai‘i text, and the Mālama Honua World ocean Day video, students will work in teams to make a list of 5 actions they can take to protect Hawai‘i’s ocean resources. Then student teams choose one action from their list to elaborate and expand on in the summative activity.

Teachers may implement this task with the following procedures- Share the reading and video. Lead discussion with class to check for understanding and make any necessary clarifications. Allow students to choose teams to work with to make their list.


The scaffolds and other materials may be used to support students as they work with sources:

Sources D-G: Optional Videos and Supplemental Links

D. Review examples of non-violent actions shared here: https://thekingcenter.org/glossary-of-nonviolence/
E. Video: “This 16-Year-Old Indigenous Activist is Fighting for Environmental Justice”
F. Video: Trish C.’s Maui students address microplastics
G. Website: Mananalu https://www.mananalu.com/

Printable: Graphic Organizer for student brainstorm and selection activity

The following Featured Sources were selected to guide students in developing their own list of peaceful actions in the name of environmental justice.

- **Featured Source A** is the webpage Ocean Protection on Kahea.org. The section under the heading “Ocean Protection” lists many ways that the ocean needs to be protected and will guide students in selecting a specific area of ocean conservation for their activity http://www.kahea.org/issues/ocean-protection
- **Featured Source B:** is an example of peaceful action in creating the mission statement Promise to the Pae‘āina o Hawai‘i. This document gives student a concrete example of ways to take peaceful action in the name of ocean conservation (Malama Honua)
- **Source C:** Hōkūle‘a on World Ocean Day
Summative Performance Task

**Summative Task**: Return to the compelling question. Students will answer in written form: How can peaceful protest lead to environmental justice?

**Students’ arguments will likely vary, but could include any of the following:**

- **Start a petition to reduce single use plastics or remove straws at your school campus**: Reducing the use of single-use plastics can help save the ocean ecosystem and is everybody’s responsibility.
- **It is our kuleana to protect the ocean and all that lives there.**
- **It is important to vote for “Green” politicians - use your vote to protest non-environmental actors by removing them from office**
- **Participating in beach clean-ups is one way to contribute to ocean conservation.**

**To extend their arguments:**

Students will work in their team to outline the key ideas, script, and storyboard for a PSA announcement in support of environmental justice in Hawai‘i. They should highlight the action they selected at the end of activity three. Students are required to include references to the key concepts of peaceful protest and environmental justice. They must also explain the role of personal responsibility and make a Hawai‘i connection in their PSA design. Students are expected to demonstrate the breadth of their understanding and their ability to use evidence from multiple sources to support their claims. In this task, students create their own PSA with a statement of their own design. Their PSA will address the issue of environmental justice and protecting Hawai‘i’s ocean plant and animal life.

**To support students in writing their PSA**: Teachers can share the following supplementary materials to give students models and concrete examples of PSA format, examples of peaceful protest actions and examples of promise statements to guide actions for ocean conservation.

Teach or Review steps 1-5 for writing a good PSA  
8 Steps to Create a PSA

Review examples of non-violent protest actions: [https://thekingcenter.org/glossary-of-nonviolence/](https://thekingcenter.org/glossary-of-nonviolence/)

Review examples of actions one can take to contribute to conservation:

*Promise to the Pae‘āina o Hawai‘i*

Teach or Review steps 6-8 for writing a good PSA-filming  
8 Steps to Create a PSA

Students will storyboard and film their PSA. They should make a video with a message that utilizes setting, props, sound and imagery to amplify their message.
Students have the opportunity to Take Informed Action by distributing their PSA video on social media and within the school.