

## IndyKids Teacher's Guide: Issue #35 May/June 2012

### **Page 1 *Keep Climate Promises, for Kids' Sake***

- A. Teachers:** A Role Play on the Indigenous Peoples' Global Summit on Climate Change (source: <http://zinnedproject.org/wp-content/uploads/2011/08/Dont-Take-Our-Voices-Away.pdf>)
- B. Analysis:** The cover story talks about climate change worldwide. Can you think of examples in your community of changes in your environment? (Warmer temperatures, little snow this winter, flash storms with flooding.)
- C. Activity:** Ask your parents or grandparents if they have noticed any changes in the weather since they were kids. Use direct quotations and write about their responses.
- D. Research:** Think about energy: what needs energy and how is it produced? Read "Power In Our Hands" *IndyKids* issue #30 May/June 2011 and list the different ways Americans get their energy. List the good and bad for each energy resource.
- E. Activity:** Break into 3 groups by counting off: 1- Food; 2- Energy; 3- Water. After the activity, discuss results with the whole class.

**Food Group - Determine the carbon footprint for your next meal by considering these questions (source: <http://www.globalwarmingdiet.org/how-about-cool-cuisine>):**

1. How far do I travel to buy food and how do I get there?
2. How much food am I buying--will I eat it all?
3. What kind of food am I buying---is it plant based or animal based?
4. Geographically, where is my food coming from?
5. Is my food organic?
6. How processed is my food?
7. What kind of packaging is used for my food?
8. Do I buy too many processed foods that need to be frozen or refrigerated?
9. How am I disposing of the food and packaging waste?

**Energy Group - Find out which renewable energy sources make sense for your state (source: <http://www.nrdc.org/energy/renewables/default.asp>) and answer the following questions:**

1. Where does renewable energy come from?
2. Where are the best renewable energy sources?
3. Draw a map of your state and draw renewable energy sources available in its geography.

**Water Group - Calculate your water footprint (source: <http://environment.nationalgeographic.com/environment/freshwater/water-footprint-calculator/>)**

1. List all the things that require water and find out how much water you use.

## **Page 2 *Occupy Protests Continue***

**A. Teachers:** Resource from the *New York Times*: “Ways to Teach About Occupy Wall Street” <http://learning.blogs.nytimes.com/2011/10/11/who-are-the-99-ways-to-teach-about-occupy-wall-street/>

**B. Do the math:** Imagine there are one hundred people and one hundred dollars. One person has 40 dollars. The other 99 people have to split the other 60 dollars. How much would each of the 99 people get?

**C. Activity:** Break into 4 groups and have each group focus on something that is unjust. What are the different ways of voicing injustice? (Examples: write a poem; create a work of art that speaks to the masses; have a protest.)

**D. Research:** What Occupy activities have been ongoing in your town? Send to [info@indykids.org](mailto:info@indykids.org)

**E. Analysis:** What does democracy mean? Name three things that illustrate a working democracy.

**F. Teachers Activity:** Labor Matters (source: <http://zinnedproject.org/posts/9899>). Draw on your students’ prior knowledge to help them understand the importance for the labor movement. To understand the debate over the Employee Free Choice Act, one must understand the basics of the labor movement and union organization. That's not easy, in a world in which union organization has hit a low point. Fewer than ten percent of American workers today are unionized, compared to 35 percent in the mid-20th century. Yet we all benefit from rules such as the 40-hour workweek, the minimum wage, and workplace safety regulations. **This lesson draws on students' prior knowledge to help them understand the importance of the labor movement, and gives them buy-in that can drive further inquiry.**

### ***Trees for Oil***

**A. Research and write your own op-ed piece. Send to [info@indykids.org](mailto:info@indykids.org).** Read the *New York Times*' Op-Ed piece, *Game Over for the Climate* by James Hansen <http://www.nytimes.com/2012/05/10/opinion/game-over-for-the-climate.html>. Answer the following questions.

1. Who is James Hansen and why does his opinion matter?
2. If Canada exploits its tar sands, why will civilization be at risk?
3. Hansen says human-made global warming will “leave our children a climate system that is out of control.” What does he mean by that?
4. What solution does Hansen suggest?

**B. Act it Out: Read *Rethinking Schools* [http://www.rethinkingschools.org/archive/26\\_03/26\\_03\\_mcp.html](http://www.rethinkingschools.org/archive/26_03/26_03_mcp.html) high school role play on the Keystone XL Pipeline. This can be adapted for younger students .**

**C. Agree/Disagree Activity:** Have 3 signs in the room: “Agree” “Disagree” “Not Sure” After reading “Trees for Oil,” which you also may couple with IndyKids' issue #20 centerspread on the positives and negatives of various energy sources, ask the students to line up under the 3 signs in response to these statements. When the students are in place, ask for volunteers to explain their reason for being there.

1. The economy is bad and too many people are in poverty, so right now, jobs are more important than protecting the environment.
2. The US should trust TransCanada and approve the pipeline because TransCanada says it is doing everything it can to ensure there will be no oil spills.
3. The US government should put money into developing wind energy because it is less polluting than oil.

### **Page 3 *Opinion: Another View on Kony 2012***

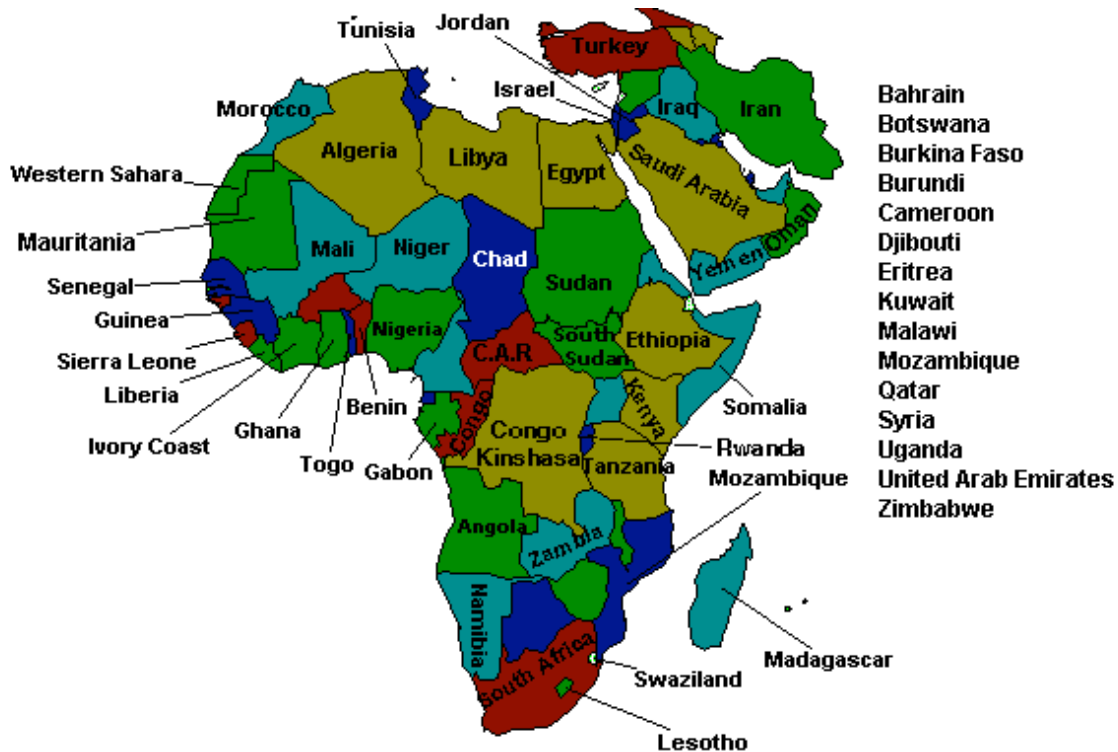
#### **A. Reading and Writing:**

- 1- If students watched the Kony 2012 video, have them jot down what they remember as the main points of the film. Then have them read this article and timeline. How does the timeline differ from the impression left by the movie?
- 2- After reading the Kony 2012 story, have students read the kids' responses in “Your Turn” on Pg 7. Have students answer the question in their own words.

#### **B. Agree/Disagree Activity:**

1. The US government should send troops to Africa to arrest Kony so that he won't kill any more people.
2. The US is really more interested in oil in Uganda than helping to catch Kony.

3. We wouldn't want troops from another country coming to arrest criminals in the US, so the Ugandan people should take care of arresting Kony.



### C. Research Activity: What do you know about Africa?

Quiz students on their geographical knowledge of African countries:

### D. Video and Analysis:

a) Watch the video [http://www.usaraf.army.mil/PROMISE\\_OF\\_AFRICOM\\_VIDEO\\_VIMEO\\_PLAYER.html](http://www.usaraf.army.mil/PROMISE_OF_AFRICOM_VIDEO_VIMEO_PLAYER.html) from the U.S. Army website and answer the following questions:

1. What is the "Natural Fire" U.S. Army program?
2. What does William Garrett, Commanding General of U.S. Army Africa say?
3. What is Africom?
4. What is the role of Silver Moses Kayemba?
5. What does "capacity building" mean?
6. How many African troops are involved in capacity building?
7. How many U.S. troops are involved in capacity building?
8. What percentage of U.S. oil comes from Africa?
9. What big problem do all the countries in East Africa have in common?
10. What is being built by U.S. army to pacify locals?

b) Next watch this video <http://www.youtube.com/watch?v=fdZG7PID-1I&feature=related> from *Al Jazeera* news.

1. Where is the oil located?
2. What will the oil do for Uganda?
3. How much oil will be pumped out of the area?
4. How deep is 4 kilometers?
5. What are the three curses of African oil? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
6. What two countries surround Lake Albert?
7. Would the Ugandans have immediate gains from the oil extraction?

### ***No Meat Pics Allowed***

**A. Discussion:** Why do you think the agriculture and meat industries want the “Ag-gag” rule? What could happen if pictures or video are taken? Can you think of any examples of these kinds of photos or videos that you have seen? Discuss your answers to these questions and share the stories behind the photos.

### ***“Now That’s All Gone”***

#### **A. Teachers:**

1. Research and discuss American history and race relations <http://www.pbs.org/wgbh/amex/till/tguide/index.html>.
2. How to talk about Trayvon Martin in your class <http://teachingforchange.org/news/TeachingaboutTrayvon>

**B. Research:** What is the Stand Your Ground law? Discuss its history and how the bill became a law. What groups lobbied to pass Stand Your Ground? What is ALEC? How do those group benefit financially from the passage of Stand Your Ground?

**C. Write op-ed pieces:** Talk to your teachers about the case. Ask them what they think and send to [info@indykids.org](mailto:info@indykids.org)

### ***Page 6 Disappearing Coral Reef***

**A. Activity:** Using recycled materials, crayons, paint, markers, construction paper and glue, build a coral reef and the organisms that live in the reef. The coral reef is home to many organisms. What lives in your coral reef? When the reef is destroyed, what happens to the other living creatures?

### ***Becoming Visible: An Undocumented Immigrant’s Story***

**A. Activity:** Construct your family tree. What region, country or countries are your ancestors from? How did they come to the United States? Why did they leave?

### ***United Taxi Workers Seek Better Pay***

**A. Teachers: Role Play** Workplace Issues and Collective Bargaining in the Classroom (source: <http://zinnedproject.org/posts/4497>) (<http://labor-studies.org/wp-content/uploads/2010/10/Collectivve-Bargaining-for-HS-Students.pdf>)