

PBL-Style Lesson Plan

Name:	Amanda Fanelli
School Type:	Urban Public, Title I
Subject:	IB History of the Americas/ US History - GA Standard SSUSH18 a-c
Grade Level:	11th
Project Title:	The New Deal 2.0: Framing the American Climate Corps through the New Deal Lens

Project Concept

Driving Question	Project Summary/Big Idea
How do climate justice movements of the past compare with the current push for a Green New Deal, and what lessons from the New Deal can be applied to educating the public about the solutions to climate challenges today?	Students will build global competencies by examining how the WPA promoted and publicized the New Deal during the Great Depression, so they can apply those methods to educating their peers about the UN Sustainable Development Goals today. Employing techniques similar to those used by the WPA artists, writers, and filmmakers, students will be tasked with using technology to create art and social media videos to communicate their knowledge and to inspire young people to act on climate justice and the SDGs right now.
Subject Content and Interdisciplinary Connections	
IB History of the Americas – The Great Depression and the New Deal in the Western Hemisphere; Green New Deal aims and goals of the American Climate Corps. Interdisciplinary with IB Lang and Lit (theoretical frameworks), IB Art for WPA posters, and Marketing and Communications CTAE department for video production and promotion.	
Global Competencies	
Investigate the World Recognize Perspectives Communicate Ideas Take Action	
Learning/Curriculum Standards	
IB History Subject-Area Guidelines – Knowledge and Understanding, Critical Thinking, Reflection, Compare and Contrast, Causation, Consequence, Perspectives, Significance	
Authentic Product and Audience	
TikTok/Reels (peer audience), WPA-style poster (community and peer audience), elevator pitch to school and greater community about SDG and actions that can be taken now to make change	

Project Management

Project Timeframe and Milestones (how many class periods/weeks is this PBL?)
17 days
What will Students Need to Know and How will they Get to Know Them?
Students will need to know the history of the New Deal and how the WPA used media to promote its programs, and the history of the climate justice movement in the Western Hemisphere. They will need to know the UN Sustainable Development Goals and how the Green New Deal aims to address them. They will read about these histories via primary and secondary sources, and will use their own questions to inquire about these topics, and will spend class time analyzing and synthesizing information together.
Authentic Performance-Based Assessment
The students will create New Deal-era, WPA-style posters that convey how the American Climate Corps and the Green New Deal could address their chosen SDG/issue. Additionally, they will create a series of informative and entertaining TikTok videos that trace the history, perspectives, and potential actions young people can take on each issue. They will need to create a minimum of 4 and a maximum of 6 videos, each with a different purpose (SDG overview & history of a specific issue, history of movement on the issue, how American Climate Corps connects to the New Deal, etc.). Their last video MUST offer ways young people can take action on the issue, ranging from small individual efforts to larger collective ones.
Differentiation and Scaffolds
Students will have a variety of choices in how they research information and present their topics and solutions. The research portion will include graphic organizers to help students gather information on the SDGs, the movement(s), and their topic. They will have access to digital citation generators to maintain their research documents, and they will have model TikToks to view and templates to use to aid in the video process. If students would prefer to create a podcast rather than a video, they may do so as well.
Resources
<i>Access to History for the IB Diploma: The Great Depression and the Americas, 1929-1939.</i> Hodder, Oxford, 2011 <u>New Deal Primary Sources</u> https://www.loc.gov/classroom-materials/new-deal/ https://dp.la/primary-source-sets/the-new-deal https://www.gilderlehrman.org/history-resources/spotlight-primary-source/origins-fdr%E2%80%99s-new-deal-1932 https://shslibraryguides.org/c.php?g=86715&p=558297 <u>WPA Archives</u> https://www.loc.gov/pictures/collection/wpapos/ https://www.wpafilmlibrary.com/ https://www.archives.gov/research/guide-fed-records/groups/069.html

<https://www.loc.gov/collections/federal-writers-project/about-this-collection/>
<https://www.loc.gov/collections/slave-narratives-from-the-federal-writers-project-1936-to-1938/about-this-collection/>

UN Sustainable Goals and Green New Deal Resources

<https://sdgs.un.org/goals>
<https://sdgs.un.org/2030agenda>
<https://www.sunrisemovement.org/>
<https://www.nytimes.com/2019/02/21/climate/green-new-deal-questions-answers.html> - “What is the Green New Deal?” *New York Times*, 2019
https://www.gp.org/green_new_deal
<https://www.sierraclub.org/trade/what-green-new-deal>
<https://www.whitehouse.gov/climatecorps/> - American Climate Corps
<https://www.bcorpclimatecollective.org/climate-justice-resources>
<https://ncceh.ca/resources/blog/renewed-attention-environmental-equity-and-justice>

Researching Climate Justice and Solutions in Western Hemisphere

<https://www.climatescorecard.org/>
<https://climatepromise.undp.org/>
Brazil - <https://www.globalwitness.org/en/blog/who-needs-climate-justice-in-brazil/>
<https://www.aljazeera.com/news/2023/8/2/could-indigenous-communities-in-brazil-hold-key-to-climate-justice>
<https://nacla.org/brazil-youth-peripheries-climate>
Argentina -
<https://hir.harvard.edu/on-environmental-activism-in-argentina-a-conversation-with-andres-napoli/>
<https://www.foei.org/member-groups/argentina/>
Chile - <https://climatejusticealliance.org/home-page/chile-2/>
<https://blogs.law.columbia.edu/climatechange/2022/06/22/chile-adopts-new-climate-change-framework-law-a-paradigm-shift/>
<https://www.nytimes.com/2021/12/28/climate/chile-constitution-climate-change.html>
Ecuador -
<https://www.theguardian.com/commentisfree/2023/aug/31/ecuador-oil-drilling-ban-climate-solution>
<https://amazonwatch.org/news/2022/0614-solidarity-with-indigenous-uprising-for-economic-and-climate-justice-in-ecuador>
<https://centerclimatejustice.universityofcalifornia.edu/projects/research/>
Mexico -
<https://www.theguardian.com/world/2023/apr/10/environmental-defenders-mexico-central-america-attacks>
<https://www.washingtonpost.com/outlook/2021/02/11/problem-environmental-racism-mexico-today-is-rooted-history/>
<https://www.foei.org/member-groups/mexico/>
<https://clarknow.clarku.edu/2022/12/08/water-is-life-three-year-nsf-study-in-mexico-brings-multi-pronged-approach-to-climate-impacts/>
Peru - <https://www.wwf.org.pe/?236530/ClimatejusticefortheindigenouspeopleofPeru>
<https://www.washingtonpost.com/climate-environment/interactive/2022/peru-climate-lawsuit-melting-glacier/>
<https://www.nytimes.com/interactive/2019/04/09/magazine/climate-change-peru-law.html>
Canada - <https://www.climatealityproject.org/blog/indigenous-climate-justice-canada>

<https://climatejustice.ubc.ca/>

<https://www.frontiersin.org/articles/10.3389/frsc.2021.644675/full>

<https://humanrights.ca/exhibition/climate-justice>

Indigenous Climate Justice

<https://www.indigenousclimateaction.com/>

<https://www.yorku.ca/research/project/iej/>

<https://urbanland.uli.org/public/indigenous-environmental-and-climate-justice-series-indigenous-climate-action/>

<https://centerclimatejustice.universityofcalifornia.edu/posts/indigenous-peoples-and-climate-justice-by-kyle-powys-whyte/>

<https://climatejusticealliance.org/indigenous-sovereignty/>

<https://givingcompass.org/article/origins-of-climate-justice>

“Seed of Vandana Shiva” Documentary: <https://vandanashivamovie.com/>

Social Media Messaging Resources

<https://sproutsocial.com/insights/target-audience/>

<https://www.kontentino.com/blog/target-audience-on-social-media/>

[https://journals.sagepub.com/doi/10.1177/20563051231157452?icid=int.sj-abstract.citing-articles.10#:~:text=Recent%20examples%20include%20Indian%20children's,\(Simpson%20%26%20Semaan%2C%202021\)%3B](https://journals.sagepub.com/doi/10.1177/20563051231157452?icid=int.sj-abstract.citing-articles.10#:~:text=Recent%20examples%20include%20Indian%20children's,(Simpson%20%26%20Semaan%2C%202021)%3B) “Introduction to the Special Issue of ‘TikToks and Social Movements’, 2/23/23

<https://www.teachforamerica.org/stories/10-tiktok-activists-sparking-change>

Important Climate Justice Influencers

https://influencers.feedspot.com/climate_activist_instagram_influencers/

Autumn Peltier

Quannah Chasinghorse

Dallas Goldtooth

Xiuhtezcatl Roske – Martínez (X)

Sage Lenier

Sunrise Movement

Slow Factory

Project Kick-Off and Building Background Knowledge

Kick-Off Event and Driving Question

WPA Art – See, Think, Wonder

Circle of Viewpoints – How effective was WPA art at “selling” the New Deal programs of the Great Depression?

Building Background Knowledge

Students will investigate the history of the New Deal programs and match the WPA posters to the agencies and problems they address. They will have already read about the causes of the Great Depression, so once they match the agency to the WPA poster, they will investigate actions taken by

that agency/program and will evaluate the effectiveness of those actions on those issues at that time. Then, through the SDGs, the students will trace the history of the environmental/Climate justice movement from the Great Depression to today. They will select an SDG to investigate further to discover what actions have already been taken to address that goal. After investigating the history of these movements, the students will examine various perspectives within the current climate justice movement. Their historical investigation will lead them to discover that early environmental movements were centered on individual actions rather than collective action, and that much of the movement remained grounded in capitalism. Therefore, they will need to push harder to discover the ways in which climate justice is racial, gender, post-colonial, Indigenous, and economic justice. In their Language and Literature class, the students investigate various theoretical perspectives, so they will apply that knowledge to this piece. Again, comparing and contrasting these perspectives across their chosen countries will help them understand why climate justice may have a different impact on Indigenous groups in Canada versus Argentina, etc. They will choose the perspective they find most intriguing for their project. Additionally, because this is the history of the Americas, they will select another country in the western hemisphere and compare and contrast the efforts that country has been taking to address the same challenge. For example, compare and contrast how Brazil and the US are addressing access to clean water. Then, students will brainstorm ways individuals, businesses, and the government can address their selected SDG, and will research what is already happening with those ideas so they can add to them.

Project Development Outline

Project Daily Outline - Overall Objectives and Practices for Each Class or Week

Kick-Off Event – We will watch excerpts from the [New Deal-era Federal Theatre project's Negro Units](#), along with the panel discussion afterward. Questions for Socratic discussion: What do you think was the purpose of the government funding these theatre projects? How is this connected to the New Deal? Complete [Think-Puzzle-Explore](#) thinking routine to begin inquiry-driven unit.

Day 1: See-Think-Wonder WPA New Deal art; review causes of the Great Depression from the previous class.

Day 2: Reading quiz (RQs are all SRQs using IB command terms and demand in-depth responses) over the assigned textbook reading on the New Deal. New Deal Agency sort (relief, reform, recovery) activity (including learning the Relief, Recovery, Reform cheer)

Day 3: Reading quiz over assigned textbook reading on objections to the New Deal (Long, Coughlin, Glass, Taft, Friedman, et al). Agree/Disagree activity using primary source quotations from supporters and objectors of the New Deal. Students will reflect on whether the RRR efforts of the first New Deal were effective.

Day 4-5: Reading quizzes over the assigned textbook reading on WPA and the Second New Deal. WPA art and agency connection activity. Which art goes with which agency? We will also examine plays, short stories, and poems produced by WPA artists in a mini-lesson about art and communication. Evaluate the effectiveness of this art in promoting Roosevelt's agenda. We will also look at the WPA slave narratives and films during a library station activity.

Day 6: Comparing problems of the 1930s with problems of the 2020s. Students will come to class with a list of issues they feel the government, individuals, and businesses can and should work to address through relief, recovery, and reform. They will begin by writing down every question they can possibly

ask about this topic, how it impacts them as members of communities of color, and about potential solutions. We will look at the UN Sustainable Development Goals, and students will sort their questions into the goal that best fits. Then, we will work through the timeline of the climate justice movement, from the earliest ecological research into CO2 to *Silent Spring* to Earth Day, to Paris and the SDGs.

Day 7: Chalk Talk – Which SDGs can we work to solve and how?

Students will share the SDG they are most drawn to and the issue(s) they want to address. They will create a list of questions about the topic and turn any statements into additional questions. Using the QFT method, they will assemble their best questions. Then, they will organize and rank the questions as they decide what to research first. They will research the issue in the context of the climate justice movement, focusing on when it emerged, what has already been done to address it, and how various climate justice lenses view it (linking to the work they did in Lang and Lit and to theoretical frameworks).

Day 8: We will have a mini-lesson on the [Global Competency Matrix](#), so they understand how they will be assessed and the expectations of the assignment. The students will come to class with their Organizer of Actions completed, having used the provided resources. This organizer requires students to investigate actions already taken in the US to address the challenge, as well as those taken by another nation in the Western Hemisphere. Students will have compared and contrasted the efforts of both countries, and today will work collaboratively to brainstorm ways to extend these efforts. Students will be grouped EITHER by SDG or by issue, depending on what they have all chosen, so they can work together to develop innovations and ideas.

Day 9: Students have the entire day to research, think, and collaborate on ideas. They need to continue generating questions to answer through their research. They will work individually on their projects but will have space to collaborate with peers.

Day 10: We will examine the aims of the Green New Deal and the goals of the American Climate Corps. If possible, we will either Zoom with or watch videos about The Sunrise Movement, which is a group of Gen Z folks instrumental in getting the Biden administration to fund the American Climate Corps. We will look at how the Sunset Movement uses social media to educate and promote its agenda through a mini-lesson on social media and social justice. Students will then be given time to investigate a number of climate justice organizations that use podcasts (like FDR's Fireside Chats), Instagram, and TikTok to spread their messages. Students will select three podcasts/Reels/TikToks, and then use the Stanford Feedback Method (already routine in our class) with the Global Competency Matrix to evaluate how well they think the podcast/video achieved their goal.

Day 11: If possible, students will meet with a local social media expert or a journalist from the Pulitzer Center to learn about effective use of social media as an agent of social change. They will brainstorm the videos they want to make and begin storyboarding each one. They will establish their AUDIENCE (younger students, peers, politicians, influencers) and then build their media plan around that audience. They will use the [Sprout Social article](#) on targeting specific groups to help.

Day 12: Students can work individually on their podcasts/videos. The IB seniors who have focused on marketing and communication as their career pathway will be available as mentors/sounding boards.

Day 13: Podcasts/Videos are presented to the class in small groups created by the facilitator and based on delivery style. Peer feedback using the Stanford Peer Review Method will be completed. Final drafts/products will be shared on the IB social network pages.

Day 14-15: Students will collaborate with IB art seniors to create their SDG/Green New Deal/American Climate Corps WPA-style poster. They can also use the time to promote their social media podcasts/videos.

Day 16: Students present their social media podcasts/videos and art posters to the school community during a gallery exhibition in the library. Students from other classes, the community, and district

stakeholders will be invited to submit feedback to the students on their work. They will provide feedback to each other as well, using the Global Competency Matrix (I will assess this way as well).
Day 17: Student Reflections and Self-assessment. At the end of the unit, students will also need to write an exam essay that asks them to either evaluate the New Deal's effectiveness or compare and contrast efforts to quell the Great Depression in different countries in the Western Hemisphere, so this project will prepare them to outline those essays.
Day 18: Viva Voce – small group reflections lasting 15 minutes so students can share their grows and glows, and their reflections, with one another and with me.

Authentic Audiences

Student Connection with Authentic Audiences

Students will educate their chosen audience on the history of these issues and the SDGs, and inform them about actions they can take. Students will be encouraged to promote their podcasts and/or TikTok/Reels using specific hashtags, tagging climate justice accounts, and sharing them with local and national influencers. They will also present their campaign to the greater school community at our Climate Solutions Showcase in our media center. Students will share their WPA-style poster and their videos with students, faculty, and invited community members who attend the presentation. They will give their “elevator pitch” on their SDG, how the American Climate Corps will seek to address it, and what they think people can do to take action NOW on it. They will receive feedback from the visitors with a rubric based on the Global Competencies Matrix.

Students will decide if they want to compete for “most favorited” or “most viewed”. Some students love the competition, and some do not, so I will leave it to them to decide if they want to participate in this part.

Student Reflection

How will students reflect on their growth and learning after the project?

The students will journal about the experience using the Viva Voce IB reflection model. This includes an interview with me and a written reflection where they consider the following: How did your opinion or perspective on this topic evolve as you researched and developed your media plan? What did you learn about the research process? What social media skills did you bring into this project, and how have those skills evolved as you worked? How have your opinions and ideas on climate justice evolved throughout this project, and what do you want to continue to explore? After this project, what recommendations do you have for me, and what advice would you give next year's students before they embark on this work?

(To be completed after the project)

What am I proud of from the project? Describe a highlight moment.

How did my students grow during the project (think about core content, global competence and personal growth)?

What would I change or improve for next time?