



2021 CTI Unit Outline

Who are Climate Refugees? A Guide to a Digital Advocacy Toolkit

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This curriculum unit is recommended for:

High School Civics and Economics Courses, High School Social Studies courses (11th/12th grade recommended), and includes aspects of High School English III/IV content.

Keywords: Immigration, civic duty, civic responsibility, climate change, climate refugees, advocacy, migration, war and politics, natural disasters, environment, culture, justice, inequalities, residential segregation

Teaching Standards: See [Appendix 1](#) for the teaching standards addressed in this unit.

Synopsis: In this unit, students will participate in a kick-off, role-playing activities, projects, interviews, and lessons, based on experiences climate refugees must face in their journey towards finding a place to settle. Students will actively learn about citizenship and advocacy skills while addressing the main question “who are climate refugees?” They will use this background knowledge to participate in conversations with local Charlotte residents who are currently facing everyday hardships because of climate change. Students’ culminating project will be the creation of a digital advocacy toolkit that can be accessed and useful for climate refugees, or migrants or refugees, depending on how they define themselves or understand what role the environment plays in their journey to find a way to be successful and supported in this country and as a tool for young adults on how to advocate for the needs of this community, world-wide. After a two-week period, this project will be presented to Williams Montessori school and local community members, potentially in partnership with their climate refugees as a culminating event. Beforehand, students will complete a pre-assessment to gather information about their prior knowledge on climate refugees, climate change, and social justice. At the end of this unit, students will complete a thorough formative self-assessment that demonstrates their knowledge from this experience with reference to climate refugees, citizenship, climate change, and personal advocacy skills. In the search for supporting these climate refugees, during this unit, students are encouraged and guided to find and grow their passions for advocating for others as it relates to human rights, climate change, and climate action, by using their voices in support of marginalized communities, post-secondary education.

*I plan to teach this unit during the coming semester to thirty-four 12th grade students.
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Introduction:

The essential question, “Who are climate refugees?” guides the creation of a disciplinary study within the Humanities’ Civics and Economics and English, 12th grade, curriculum to explore the historic unjust impacts of climate change as it relates to immigration and citizenship. To do so, I envision students participating in a local, hands-on initiative where climate change and climate justice become the pinnacle of a conversation on the relationship between social justice, citizenship, and climate refugees. The goal is for students to question who has protections in this country, explore governmental policy on citizenship, a sense of belonging, and discriminations between gender, race, privilege, and status. Students should be able to articulate the relationship between climate change and immigration with the tools this unit gives them, to combat the fear of speaking up and against the difficult stereotypes that exist in the media. Subsequently, our 12th graders will walk away from this unit with a deeper understanding of citizenship, what it means to be a climate refugee, and how climate change impacts immigration both worldwide and within our Charlotte community. The Montessori curriculum emphasizes the need for peace, social justice, real-world skills, and thought-out-of-the-classroom experiences for our students. When the Williams high school seniors leave the campus, they should have an understanding of who they are, what they are passionate about, and how they can help others within their community, locally, nationally, and globally, wherever that may be.

As a guide, I will create a two-week intensive unit that is student-led and provides an opportunity for our 12th graders to pair with local refugees, preferably in the Charlotte area, and empower them to use their privilege and their voice to advocate for the protection of climate refugees, peacebuilding, conversations surrounding climate change, and breaking down the stereotypes of immigration. Students must understand the concepts of climate change, the citizens that are migrating, in relation to environmental racism and justice. The personal connection that students will make with a climate refugee in their community will continue to empower students to stay engaged in future conversations regarding climate change, justice for all, and citizenship in the United States. Associate Professor Matthew Schneider-Mayerson, an interdisciplinary scholar of environmental studies, states, “But teaching about climate change—and related topics such as the biodiversity crisis and environmental injustice—shouldn’t be about merely conveying facts. That model of education, which imagines that individuals are rational machines who will automatically act (and the right action) if they have all the facts, is inaccurate. Climate change denial, anti-mask activism, and flourishing conspiracist have made this painfully clear,” (Schneider-Mayerson).

Demographics:

This curriculum unit will be taught to our 12th Grade Civics and Economics students

during the 2021-2022 school year and again in the 2023-2024 school year. Our school is a public Montessori school serving 7th-12th grade students. The students at Williams Secondary Montessori consist of 67% white, 23% African American, 1% Asian, and 1% of students with two or more races. 18% of Williams' students receive free or reduced lunch. This curriculum unit will be used in connection to the 11/12th grade English class. Currently, our program runs as a humanities team for the 11th and 12th-grade students. Students will see connections from this curriculum unit in both their English and social studies classrooms. This year at Williams, the HS Humanities departments began an incredible new opportunity for 11th and 12th graders, to learn English and Social Studies cohesively in one course. The connections shown in this newly organized course, have been modified following Montessori's pedagogy for an intentional educational experience for our adolescents; partially mirroring the organization of materials that the Montessori communities see in middle school. The intentionality of planning as a cohesive team allows for growth in student development, connection to materials, and increased independence.

Connection to Montessori Curriculum: Unit Goals and Rationale

The conversations being addressed during this curriculum unit, align well with our students' development in education through our Montessori philosophies. Part of Montessori Secondary Education is understanding Montessori's Planes of Development. The Planes of Development recognize the patterns that exist at each stage of development from infant to 24 years old. This goes beyond academic development and into human development. Montessori wrote, in her book, *The Absorbent Mind*, "The child is endowed with unknown powers which can guide us to a radiant future. If what we want is a new world, then education must take as it aims the development of these hidden possibilities." If we want students to seek justice, equality, and understand the world they are growing up in and can change, we must educate them about the real-life events that are occurring.

In adolescents and early adulthood, Montessori explains that this age, high school, and post-secondary life, is a time when young people are seeking justice, change, and a voice to advocate. We want students to have the tools they need to be strong citizens and advocate for others, while also acknowledging their privilege and the key challenges in having these hard conversations of awareness. By introducing topics of active citizenship, who has access to specific rights, and the connections between race, language, and education we hope to open a transformative dialogue to address power imbalances in our systems and societies.

Content Research:

This unit's content research has been developed surrounding our thematic and extensive ideas. In fostering the development of student advocacy skills, action, and research, we address ways that topics like climate change, refugees, citizenship, government policy, and peace education can work cohesively both to further an understanding of these topics, but most importantly, teach students to take actionable steps towards change.

This generation is demanding that climate advocacy attends to social justice as much as it is a part of ecological health. In the introduction of *A Field Guide to Climate Anxiety*, the author, and other researchers, speak on this topic, “Environmental politics are also eminently cultural; unlike your predecessors, you see how important culture and society, not just science and technology, are when it comes to addressing environmental problems,” (Ray, 5). As education into climate change is researched further it is becoming an increasing challenge to keep it simplified under a microscope of science; “A combination of younger and social justice groups are reshaping climate conversations and activism around questions of equity, structural violence, systems of power, and identity. Those bridging social justice issues with environmental ones might likely characterize themselves as a movement for climate justice,” (Ray, 7). As Ray states in her book frequently, the conversation around migration, climate change, social justice, and more brings an increasing amount of anxiety to many.

By enlisting education and advocacy in this unit, we plan for students to be at the forefront for acting and for educating others to do the same, as they make deep connections between the ever-changing environment, safety for vulnerable groups, and dignity for all. What are ways to get involved? “There is a lot of work to be done, problem-solving, building alternative solidarity economies, reducing waste, getting politically organized, making change through engineering or politics or law, educating, starting the narrative, making individual decisions,” (Ray, 9). There is something for everyone.

How does this relate to Peace Education?

Peace education, within a framework of traditional values such as justice, honesty, and responsibility, encourages the emotional, intellectual, ethical, and social growth of children. Conflict is a natural, unavoidable phenomenon that can be a constructive opportunity for positive change and empowerment. Advocating to teach children the skills they need to find creative and constructive ways to settle conflicts before they escalate into violence. Children learn best in a caring environment where their self-esteem is nurtured as they are challenged to become responsible decision-makers.

Peace education programs, including Montessori pedagogy, centered on raising awareness of human rights typically focus on policies that humanity ought to adopt to move closer to a peaceful global community (Brabeck, 44). In teaching peace education, students must be aware of current issues that impact our local, national, and global communities. “Education can encourage people to change their attitudes and behavior; it also helps them to make informed decisions. In the classroom, young people can be taught the impact of global warming and learn how to adapt to climate change. Education empowers all people but especially motivates the young to take action,” (UN-Climate Action). When we educate the youth to understand climate change, global warming, and the impacts these changes are having, they will feel empowered to take part, action, and vote for change.

While climate change can be a divisive topic, Montessori believed in preparing students for the real world and for teaching them about the future, environment, and justice for all.

Adolescents specifically, according to the planes of development created by Maria Montessori, are at a stage in their lives when they are wanting information, independence, and justice. They are creating their own ideas of right and wrong and want to stand up for what they believe. This is the work of advocating and empowering our young people to continue to make real changes, for others, for their environment, and their future.

What is citizenship?

We are living in a historical moment—with a variety of interconnected global issues: a pandemic, widespread inequality, and climate change. Given the complex and global scale of these problems, we need to prepare our young people to meet these challenges as informed and empowered citizens. The spread of COVID-19 and the fight for justice require collective action and meeting this call for collective work requires a citizenry that is empathetic, empowered, and motivated. But building an informed electorate is no easy feat and you may be asking yourself big questions like, “How can we teach tenets of citizenship to the next generation, so they understand global issues and are motivated to find solutions?” (Berry, 14). Schools play a critical role in educating students, not only about the formal curriculum but about life. One of the most fundamental roles of school in our society is to teach and socialize with young people on how to be active members of our democratic society. We must not lose the role of education to prepare students to be informed and engaged citizens alongside the focus on traditional academics and workforce development (Berry, 33). Many students are already calling for action against injustices throughout various movements and using this time of mass technology as a vehicle of inclusion for voices of color. As environmental justice scholar David Pellow asserts, “The EJ movement in itself is largely composed of people from communities of color, indigenous communities, and working-class communities who are focused on combating environmental injustice, racism, and gender and class inequalities that are most visibly manifested in the disproportionate burden of environmental harm facing these populations,” (Pellow 4).

Students must not only understand environmental harms around our world but must also grasp the concept of citizenship. When we have groups of people migrating, due to climate-related issues, questions around citizenship, responsibility, and belonging arise. Ali Berry, CEO and composer, wrote, “Citizenship education brings education’s institutional function of creating an informed electorate to the forefront in an interdisciplinary and holistic way. It seeks to cut across all subject areas, integrating many skills and competencies that will benefit students throughout their lives as individuals, community members, citizens, and professionals. Citizenship education can transform society; more thoughtful and engaged citizens lead to a stronger and more just society,” (Berry 102). Preparing students to think critically from a global perspective is a crucial piece for the creation of advocacy tool kits.

What is Climate Change?

Climate change encompasses all of the global and regional climate patterns that have been changing. This change has been occurring mainly in the mid to late 20th century, mainly

due to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels. Due to these changes, regions, landscapes, environments, animal migration patterns, etc., are drastically changing. Our world is not only witnessing natural disasters, of unprecedented nature, but are now seeing migrations of peoples, due to work, conflict, the environment, and living conditions. The disparate impacts of climate change on communities, specifically those that are already vulnerable, are a driving force of migration. This migration is just the start, as we continue to see these changes impact movement, communities, governments, and all our systems.

While many believe that climate change is not happening and that we, as humankind, will simply adapt, we are continuing to learn that the temperatures are rising rapidly and that there is great cause for concern. New York Times published an article titled, *The Great Migration Has Begun*, citing, “For most of human history, people have lived within a surprisingly narrow range of temperatures, in the places where the climate supported abundant food production. But as the planet warms, that band is suddenly shifting north. According to a groundbreaking recent study in the journal Proceedings of the National Academy of Sciences, the planet could see a greater temperature increase in the next 50 years than it did in the last 6,000 years combined,” (Lustgarten). It continues, that, “By 2070, the kind of extremely hot zones, like in the Sahara, that now cover less than 1 percent of the earth’s land surface could cover nearly a fifth of the land, potentially placing one of every three people alive outside the climate niche where humans have thrived for thousands of years. Many will dig in, suffering through heat, hunger, and political chaos, but others will be forced to move on. A 2017 study in Science Advances found that by 2100, temperatures could rise to the point that just going outside for a few hours in some places, including parts of India and Eastern China, “will result in death even for the fittest of humans,” (Lustgarten). It is because of studies like these and information that continues to come in that show how devastating, shocking, and urgent these conditions are. Migrants move for many reasons, of course. “If governments take modest action to reduce climate emissions, about 680,000 climate migrants might move from Central America and Mexico to the United States between now and 2050. If emissions continue unabated, leading to more extreme warming, that number jumps to more than a million people,” (Lustgarten). With a real-world understanding of immigration, citizenship, and the history behind these systems, students will be able to think critically about how they want to be a citizen and even more importantly, how they can advocate for others to receive equitable protections, rights, and the freedoms they need to survive.

What is Environmental Justice?

Environmental justice is “the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.” (EPA). While we continue to learn about new environmental changes that are occurring due to climate change, it is noted that most of the areas impacted the greatest are in low-income areas or developing nations. In America, we often see this where waste centers are located, environmental waste areas, and the related. Similarly, we see a direct correlation between Environmental Justice and Environmental Racism.

Unfortunately, in the United States most commonly, low-income and colored

communities are disproportionately affected by environmental issues, including air pollution and climate change. The goal of environmental justice is to ensure that all people are fairly and equally affected by environmental policies that are being created and implemented. Educators for Social Change, an online portal to support teachers through social justice conversations stated, “Teaching about environmental justice is keenly important. In order to become informed citizens who, act against inequalities in our society, students need to learn about how environmental issues negatively affect certain communities,” (Educators for Social Change). Before change can happen, our communities, nation, and the world must recognize the social inequalities and oppression that our society, economic structure, political policies, and history has pushed through oppressive acts on specific groups of people, specifically people of color-this is really the first pillar of critical environmental justice studies (Pellow, 37). Making connections to the impacts that climate has on everyday aspects is crucial, “To fully understand the phenomenon of environmental racism, one must understand the structural processes that underlie the well-documented distributive outcomes.” In this sense, unequal justice studies for our students as they are introduced to this information.

The next generation must be encouraged, empowered, and educated to continue to change what must happen for our environment, world, and humankind; “Everyone is linked to everyone else, and we all have some degree of agency to change the course of history,” (Pellow, 29). Making connections to the impacts that climate has on everyday aspects is crucial, “To fully understand the phenomenon of environmental racism, one must understand the structural processes that underlie the well-documented distributive outcomes. In this sense, unequal distribution is not the same as environmental racism. “Instead, it is a crucial entry point to exploring the social and institutional processes underlying distributional patterns,” (Cole and Foster, 54). Moving forward, students must be able to connect the dots between the social construction of a “refugee” and the impacts that climate change is having on citizens within their communities. In order to best advocate, they must be informed of the whole picture.

Where are Climate Refugees coming from?

Most of the time, when people think of climate change they picture hot farms in Mexico, tsunamis in Asia, and conflict in the Middle East. But, the impacts of climate change are all around us. Our communities are struggling, our environment is reacting, and we must seek out a change. Locally, Warren County in North Carolina experienced toxic dumping that has impacted that community, a predominantly black community, since the Civil Rights Movement (Cole and Foster, 19). All individuals must see the pressing impacts that climate change is having, not only on the whole world but in their own communities.

Climate migration is happening around the world, within counties, and within states. The migration patterns continue to become more apparent, even though there is no clear explanation for the decision to migrate-this can be due to a lack of access to water, climate disasters, health crisis, and etc. “People are already beginning to flee. In Southeast Asia, where increasingly unpredictable monsoon rainfall and drought have made farming more difficult, the World Bank points to more than eight million people who have moved toward the Middle East, Europe, and

North America. In the African Sahel, millions of rural people have been streaming toward the coasts and the cities amid drought and widespread crop failures. Should the flight away from hot climates reach the scale that current research suggests is likely, it will amount to a vast remapping of the world's populations," (Lustgarten).

The totality of impacts from climate change have not yet been discovered yet and are just now, by some, being seen as a movement that is in desperate need of urgent change. Reform, as it relates to climate change, consistently is suppressed within several sectors. Most commonly, the effects are seen through education, lack of federal policy, land reform, environmental racism, land distribution, land ownership, environmental impacts of natural disasters to name a few. Though the education of these issues is an important step, action is essential in enacting real change. As Naomi Klein said, "To change everything, we need everyone," (Pellow, 29). We must all first become educated and aware of the issues that our planet, community, and environment face as well as take action to make a change. "Migration can bring great opportunities not just to migrants but also to the places they go. As the United States and other parts of the global North face a demographic decline, for instance, an injection of new people into an aging workforce could be to everyone's benefit. But securing these benefits starts with a choice: Northern nations can relieve pressures on the fastest-warming countries by allowing more migrants to move north across their borders, or they can seal themselves off, trapping hundreds of millions of people in places that are increasingly unlivable," (Lustgarten). This is why we must think through policy, plans, and next steps, not just in our community, state, and nation, but globally. "The best outcome requires not only goodwill and the careful management of turbulent political forces; without preparation and planning, the sweeping scale of change could prove wildly destabilizing. The United Nations and others warn that in the worst case, the governments of the nations most affected by climate change could topple as whole regions devolve into war," (Lustgarten).

In adolescents and early adulthood, Montessori explains that this age, high school, and post-secondary life, is a time when young people are seeking justice, change, and a voice to advocate. We want students to have the tools they need to be strong citizens and advocate for others, while also acknowledging their privilege.

Who are refugees? Who is a climate refugee? How does this relate to Environmental Justice?

The people who are migrating, due to a number of factors, are usually forced to leave their homes as a result of the effects of climate change on their environment. These individuals are known as climate refugees. These people have been displaced from their homes, communities, land, and families due to an environmental change. After World War II, the United Nations (UN) was created and established the Universal Declaration of Human Rights in 1948. In 1951, the UN adopted a Refugee Convention, and a follow-up Protocol in 1967, rooted in the declaration of human rights. The refugee convention established the basis for how "refugee" is defined in international law today: a person who has a "well-founded fear of being persecuted" on the basis of race, religion, nationality, membership of a particular social group, or political

opinion,” (Shull, Climate Refugee Stories). However, under current international law, environmental factors do not qualify one for formal “refugee” status, and therefore climate refugees are unable to avail themselves of legal rights and protections afforded to those deemed political refugees.

Environmental Justice, EJ, is an ongoing social movement that is focused on finding solutions and stopping climate change. “Environmental racism is racial discrimination in environmental policymaking the enforcement of regulations and laws, the deliberate targeting of communities of color for toxic waste facilities,” (Pellow, 5). Climate refugees can be people displaced by immediate environmental factors, such as a hurricane event, or by slower-moving trends, such as recurring droughts and poor crop returns, or rising sea levels. This can also include indigenous peoples and communities who have lost their land or who are fighting to protect their land from the interests of oil, mining, tourism, and other extractive industries. “Climate wisdom is the understanding that our ability to respond to climate change and to work on climate issues is shaped more by our emotional selves than by our rational selves. The sooner we make that connection, the more effective we will be,” (Ray, 30). Understanding climate change, our own privilege, our own perspectives, etc. will help us in truly grasping the severity and needs of climate refugees. The severity of climate change is in Charlotte, in our communities, and is also throughout the world. “Climate change is an on the ground issue. The entities that benefit from social injustice are often the same that drive climate change,” (Ray, 6). In order to understand the global impact of climate change, we must first understand the impacts that are prevalent in our local communities.

While many live without thinking of the environmental impacts that hurt our community and our global neighbors, it is essential that we rethink this issue and address it head-on with education, advocacy, and change. “The story you tell about yourself will be crucial in your effort to cope with the changes that are fast coming and to reimagine how the world can be organized. By politicizing your angst you can focus your energies on collective resilience and adaptation. Or to put it another way...reframing environmentalism as a movement of abundance, connection, and well-being may help us rethink it as a politics of desire rather than a politics of individual sacrifice and consuming denial,” (Ray, 8). This reframing must happen, for this next generation to think through, create, and vote for change that will be lasting and crucial.

How can I empower students to use their voices?

Adults must recognize that children and adolescents can and should participate and contribute to our social and civic dialogue. It’s time to acknowledge that kids, even those just learning to read and write, have valuable insights, and are the closest to the problems and impacts, therefore being the closest to the solutions. Students must understand the groundwork that has been done by grassroots activists who “have such a personal stake in the outcome of particular environmental battles, and they are often willing to explore a wider range of strategies than other advocates, including traditional environmental advocates,” (Cole and Foster, 33). We

must create space for them to develop their thoughts, share their opinions and take action where they see a need (Thorson).

Any adult who works alongside young people can help them develop into thinkers, problem-solvers, and achievers. We must offer choices so that children have agency in their lives. We must encourage voices so that they can share and advocate for their needs and the needs of others. We must seed, nurture, and follow our kids' desire to make a difference in the world. Both home and school can be fertile ground for this kind of growth and development. Three ways to promote development in advocacy skills are through voice, choice, and action, our framework for this unit.

By offering choice at school, at a basic level, teachers may offer a choice between sitting on a chair and sitting on the carpet to complete a task. Similarly, they may let students decide when a particular task gets completed, including the order and sequence of their work. Fostering a voice at school may look like facilitating learning experiences that encourage students to talk with one another provides opportunities for kids to practice using their voice. Within these experiences, educators can teach students words and phrases to accurately convey their thoughts and opinions. Teachers may model active listening, explain how to express a connection to what another has shared, or give examples on how to clearly articulate an opinion.

Students often have unique insights about their own learning preferences and tools that lead to greater success. Bringing students into conversations surrounding their education, by providing opportunities for action at school and introducing young students to larger issues in an age-appropriate manner. This can be done more simply by answering questions, providing resourceful information, and sharing models through books and other multimedia of people who have used their lives to make a difference in the world. When students rally around a cause, invite them to brainstorm actions they could take now to move the cause forward. When there is a global movement for a change they believe in, work with students to find an accessible way for them to participate. Students should understand environmental racism, environmental justice, and issues around climate change. "Understanding environmental racism thus requires a conceptual framework that 1. Retains a structural view of economic and social forces as they influence discriminatory outcomes, 2. Isolates the dynamics within environmental decision-making processes that further contribute to such outcomes, and 3. Normatively evaluates social forces and environmental decision-making processes which contribute to disparities in environmental hazard distributions," (Cole and Foster 65).

Teaching Strategies:

Videos: In order to further examine each example of migration, playing videos often provide a different perspective. Unlike narratives, video can provide substantial information some students would be unable to acquire due to time constraints and reading limits. Each of these videos and lessons is a combination of resources previously created through various educational platforms and a variety of teacher-made tools from the Williams HS Humanities 11/12 team. Throughout each lesson and video, citations are shown, for materials that are not teacher-made from the Williams team.

Lessons: Lessons are designed to introduce students to a variety of information and topics that they have no previous knowledge of. It is the intention that students use this information to move forward with their own independent learning. Each lesson has been either carefully crafted or chosen to match the learning objectives as it relates to this project’s essential question “Who are Climate Refugees” while also addressing the building blocks needed to fully understand the complexity of topics, such as climate change, environmental justice, racism as it relates to environmentalism, and specific adolescent advocacy skills.

Group Initiatives: Group Initiatives have carefully formulated group activities that are focused on bringing content, thematic learning, and student interest together. To do so, the following questions will be addressed when facilitating and participating in group initiatives: How does this group initiative connect to the cycle theme? How does this group initiative connect to the needs of the adolescent? What types of debriefing questions will you design that elicit reflection and connections to the cycle theme, to content, to the needs of the adolescent (to include a minimum of five to choose from)? What teacher directions are needed for this initiative? What materials do you need? When and where will this group initiative take place?

Pre-Assessments: Pre-Assessments provide a way for teachers to gather key information about what students know and are able to do prior to instruction. For this unit, students are being asked to reflect on what they know about climate refugees, natural disasters, stories they have been told about migration (from the news, stories, etc.), and what they think of when they think of citizenship. At the end of the pre-assessment, the assessment is also gathering questions that students have about climate change, climate refugees, migration, citizenship, etc., so that we can review these questions at the end of the unit.

Self-Assessments: Self-Assessment occurs when students are being asked to assess their own performance and are primarily being used to help students develop specific learning skills. This process will assist in making students more aware of and more responsible for their own learning process and continue helping out students to develop skills in reflection and advocacy.

Group Work: Properly structured, group projects can reinforce skills that are relevant to both group and individual work, including the ability to: Break complex tasks into parts and steps, plan and manage time, refine understanding through discussion and explanation, and collectively be responsible for developing a robust digital portfolio for advocacy at the end of the unit.

Project Work: In this unit, students will actively learn about citizenship and advocacy skills while addressing the main question “who climate refugees?” They will use this background knowledge to participate in conversations with local Charlotte residents who are currently facing everyday hardships resulting from climate change. Students’ culminating project will be the creation of a digital advocacy toolkit that can be accessed and useful for climate refugees during their journey to find a way to be successful and supported in this country and also as a tool for young adults on how to advocate for the needs of this community, world-wide.

Culminating Discussion: At the end of the unit, they will complete a thorough formative self-assessment that demonstrates the knowledge they have gained through this experience on climate refugees, citizenship, and their position in advocating for others moving forward. In the search for supporting these climate refugees, during this unit, students are encouraged and guided to find and grow their passions for advocating using their voice for others, post-secondary education.

Seminar: Seminars are designed for students to talk about topics in the course reading or lectures in detail, so students have to take an active part in the debate. The seminar pieces have been pulled from climate refugee resources.

Instructional Implementation:

Instructors will use the following daily schedule to pre-assess, teach, and engage students in the development of a digital advocacy tool kit to bring awareness to climate change and in support of climate refugees. Through the implementation of assessments, videos, content lessons, initiatives, and rubrics educators will support students' collaborations of a thoughtful engaging culminating event and product. Refer to the below daily schedule and associated links to guide your implementation.

Day One:

Essential Questions: Who are refugees? How can we read/learn real stories that change our perspective on refugees? How is this different from the story we are told on the news? How can I empower students to use their voices? How does this relate to Peace Education? How does this relate to our history?

Teaching Point: Who is a climate refugee ([Slides about Climate Refugees](#))?
[Warm-Up/Lesson-The Great Migration](#)

Active Engagement:

- Kick-Off (45 min): [A Kick-Off Activity](#) helps students to connect with some of the topics that will be discussed in the unit. It usually has a personal and emotional tie that helps build on the purpose of understanding the content. Students will go through a Poverty Simulation facilitated by Roof Above, a partner with Urban Ministry in Charlotte, NC.
- Project Overview, [Cover Guide](#), and Brainstorm (30 min)
- Field Study Prep (30 min): Field Study Prep includes talking about expectations (traveling together, going to a new place, talking and introducing yourself, cell phone use, etc.)
- [Interview Guide](#): Each student will receive a guide, [lesson, and practice time in pairs](#) and groups of four to learn about and then practice the skills of interviewing someone (including introducing yourself, having the questions prepared, etc.)
- Practice Interview Skills: See Notes above.

Assessment: Complete the [pre-assessment](#). Students are asked to complete these on the first day of the unit and to gain the base level of knowledge and perspective students have on the topics we plan to cover.

Day Two:

Essential Questions: Who are refugees? How can we read/learn real stories that change our perspective on refugees? How is this different from the story we are told on the news? How can I empower students to use their voices? How does this relate to Peace Education? How does this relate to our history?

Teaching Point:

- Field Study Prep (30 min): How to Conduct and Plan for an Interview Lesson attached below.
 - [Interview Guide](#): Field Study Prep includes talking about expectations (traveling together, going to a new place, talking and introducing yourself, cell phone use, etc)
 - [Interview Guide](#): Each student will receive a guide, lesson, and practice time in pairs and groups of four to learn about and then practice the skills of interviewing someone (including introducing yourself, having the questions prepped, etc)
 - Practice Interview Skills: See Notes above.

Active Engagement:

- Field Study Interview/Experience
- [After the Interview Debrief](#) (10 min-whole groups): Reflection/Guiding questions to get students to think about who they interviewed, what they have learned, and how this relates back to our essential question.

Assessment: Summative assessment in completing the interview guide.

Day Three:

Essential Questions: Who are refugees? How can we read/learn real stories that change our perspective on refugees? How is this different from the story we are told on the news? How can I empower students to use their voices? How does this relate to Peace Education? How does this relate to our history?

Connect:

- [Choice Seminar](#): Students will select one of three texts about climate refugees to read, annotate, and create questions about. Students will participate in a student-led seminar in class.

Teaching Point: [Lesson #2](#) BIMI Migration Slide Deck (45 min), [How to Interview - Lesson](#) (15 min) Students will receive two lessons this day, the first

Active Engagement:

- [Group Initiative](#) (15 min)
 - Use the Zinn Education Project to lead students in the climate crisis trial activity created to give students hands-on experience in living through crises associated with climate change and refugee status.
- [Project Work Time](#)
 - [Research Guide](#) is due.

Assessment: Continued work on the student-led summative assessment, the Culminating Toolkit.

Day Four:

Essential Questions: Who are refugees? How can we read/learn real stories that change our perspective on refugees? How is this different from the story we are told on the news? How can I empower students to use their voices? How does this relate to Peace Education? How does this relate to our history?

Teaching Point:

- Lesson #3 (45 min) [Climate Change through Story Article Analysis](#)
 - Students read and annotate the article above.
 - 20 minutes of lesson discussion to follow.

Active Engagement:

- Project Work Time (60 min)
 - [Project Overview](#) Rubric
 - [Digital Advocacy Tool Kit Rubric](#)
 - [Presentations of Toolkits](#)
- Prepare for Culminating Event (60 min)
 - Practice Interview/Explanation of Toolkit
 - [How to Interview - Lesson](#)
 - [Presentations of Toolkits](#)
 - [Interview Guide](#): Field Study Prep includes talking about expectations (traveling together, going to a new place, talking and introducing yourself, cell phone use, etc.)
 - [Interview Guide](#): Each student will receive a guide, lesson, and practice time in pairs and groups of four to learn about and then practice the skills of interviewing someone (including introducing yourself, having the questions prepped, etc.)

Assessment: Continued work on the student-led summative assessment, the Culminating Toolkit

Day Five:

Essential Questions: Who are refugees? How can we read/learn real stories that change our perspective on refugees? How is this different from the story we are told on the news? How can I empower students to use their voices? How does this relate to Peace Education? How does this relate to our history?

Active Engagement:

- Culminating Event (90 min)
 - [Gallery Walk Sheet](#)
 - Students will lead their school community and local community members through a gallery walk to introduce their [Climate Refugee Digital Advocacy Tool Kit](#).
- Debrief (10)
 - [Questions for Whole Group Discussion](#) Students will reflect openly on this project, the successes, and the growth that needs to happen for next year.
- Thank You Cards ([Video Lesson](#)) (15 min)
 - Students are encouraged to write thank you letters to those who supported this process such as volunteers, local refugees, and educators who taught lessons.
- Action Plan-Moving Forward/Next Steps-look back at [Cover Guide](#) (15 min)
 - What can be done now to help next year run smoothly? Students will begin to take action on the growth that they reflected on during the debrief discussion.

Assessment:

- [Self-Assessment/Post Unit Reflection](#) (10 min)
 - Post unit reflections and self-assessments are used to gain student feedback on their own personal performance during this unit and also to reflect on the progress of the unit, the items that worked well, and the areas for improvement.
- [Digital Advocacy Tool Kit Rubric](#)
 - This is the official tool kit rubric that will guide students through the creation of their online platform for digital advocacy in support of climate refugees.

Appendix 1: Teaching Standards

As this unit is taught to Williams' civics and economics students as a two week, 5 class period, intensive study, it will address and be guided by the following North Carolina American History Founding Principles; Civics and Economics standards:

FP.C&G.2.7 Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare (e.g., taxes, immigration, naturalization, civil rights, economic development, etc.)

FP.C&G.3 Analyze the legal system within the United States in terms of the development, execution, and protection of citizenship rights at all levels of government.

FP.C&G.3.4 Explain how individual rights are protected by varieties of law (e.g., Bill of Rights, Supreme Court decisions, constitutional law, criminal law, civil law, tort, administrative law, statutory law, and international law, etc.).

FP.C&G.3.8 Evaluate the rights of individuals in terms of how well those rights have been upheld by democratic governments in the United States.

FP.C&G.4.1 Compare citizenship in the American constitutional democracy to membership in other types of governments (e.g., right to privacy, civil rights, responsibilities, political rights, right to due process, equal protection under the law, participation, freedom, etc.).

FP.C&G.4.5 Explain the changing perception and interpretation of citizenship and naturalization (e.g., aliens, interpretations of the 14th amendment, citizenship, patriotism, equal rights under the law, etc.)

Appendix 2: Climate Refugee Unit Calendar

Climate Refugee Unit: <u>Calendar/Schedule</u>	
Day One:	<ul style="list-style-type: none">● Pre-Assessment (10 min)● Cover Guide (30 min) - Used to introduce the key topics, main ideas, and connection to Montessori education and units.● Kick-Off (45 min): A Walk in Our Shoes with Urban Ministry (Speaker)<ul style="list-style-type: none">○ A Kick-Off Activity helps students to connect with some of the topics that will be discussed in the unit. It usually has a personal and emotional tie that helps build on the purpose of understanding the

	<p>content. Students will go through a Poverty Simulation facilitated by Roof Above, a partner with Urban Ministry in Charlotte, NC.</p> <ul style="list-style-type: none"> ● Lesson #1 (30 min) <ul style="list-style-type: none"> ○ Who is a climate refugee (Slides about Climate Refugees)? ○ Warm-Up/Lesson-The Great Migration ● Project Overview and Brainstorm (30 min) <ul style="list-style-type: none"> ○ Digital Advocacy Tool Kit Rubric ○ Presentations of Toolkits ○ Research Guide ● Field Study Prep (30 min) <ul style="list-style-type: none"> ○ How to Interview - Lesson (15 min) ○ Interview Guide (Use Graphic Organizer) ○ Practice Interview Skills <p>Homework:</p> <ul style="list-style-type: none"> ● Look through this resource on Breathing Earth, and complete this reflection. This reflection will be used to connect the breathing earth materials to the main ideas and focus of this curriculum unit.
<p>Day Two:</p>	<ul style="list-style-type: none"> ● Field Study Interview (Graphic Organizer)/Experience (be gone 2nd block-lunch and 3rd block) ● Choice Seminar-Students should spend 30 minutes, reading annotating, and creating questions ● Debrief(10 min-whole groups) <p>Homework:</p> <ul style="list-style-type: none"> ● Read through this Climate Refugee Perspective and complete this Jam board.
<p>Day Three:</p>	<ul style="list-style-type: none"> ● Lesson #2 BIMI Migration Slide Deck (45 min) <ul style="list-style-type: none"> ○ Khan Academy – Environmental Justice (Video) ● Group Initiative (15 min) ● Choice Seminar ● Project Work Time <ul style="list-style-type: none"> ○ Research Guide is due
<p>Day Four:</p>	<ul style="list-style-type: none"> ● Lesson Work (50 Min) <ul style="list-style-type: none"> ○ Climate Change through Story Article Analysis <ul style="list-style-type: none"> ■ Students read and annotate the article above and 20 minutes of lesson discussion to follow. ○ Review Environmental Justice & Environmental Racism: Green action offers information on environmental justice, environmental racism, and the principles of environmental justice. ○ Review What is Environmental Justice?: The Office of Legacy Management has put together a brief explanation of environmental justice along with a list of linked pages that detail how the Department

	<p>of Energy (DOE) implements environmental justice within the department.</p> <ul style="list-style-type: none"> ● Project Work Time (60 min) ● Prepare for Culminating Event (60 min) <ul style="list-style-type: none"> ○ Practice Interview/Explanation of Toolkit
Day Five:	<ul style="list-style-type: none"> ● Culminating Event (90 min) <ul style="list-style-type: none"> ○ Gallery Walk Sheet ● Debrief (10) <ul style="list-style-type: none"> ○ Questions for Whole Group Discussion ● Self-Assessment/Post Unit Reflection (10 min) ● Thank You Cards (Video Lesson) (15 min) ● Action Plan-Moving Forward/Next Steps-look back at Cover Guide (15 min)

Appendix 3: Secondary Montessori Cycle Elements

Secondary Montessori Cycle Elements of a Unit:

The creation of cycle elements is a tool emphasized in Secondary Montessori Training to address educator planning resources, student adolescent needs, and content materials, in one cohesive space.

Cycle Elements:	Plan:
Cover Guide	<ul style="list-style-type: none"> <input type="checkbox"/> 12th Grade Cover Guide (Theme of Peace-Cycle #3)
Kick-Off	<ul style="list-style-type: none"> <input type="checkbox"/> Ted Talk: Climate Change will Displace Millions (12 minutes) <input type="checkbox"/> Additional Resources: <ul style="list-style-type: none"> <input type="checkbox"/> https://www.drjenniferatkinson.com/outdoor <input type="checkbox"/> https://www.zinnedproject.org/wp-content/uploads/2020/12/climate-refugees-mixer.pdf <input type="checkbox"/> https://www.zinnedproject.org/wp-content/uploads/2019/03/APCE_climate-crisis-trial-activity.pdf
Essential Questions	<ul style="list-style-type: none"> <input type="checkbox"/> Who are refugees? <input type="checkbox"/> How can we read/learn real stories that change our perspective on refugees? How is this different from the story we are told on the news? <input type="checkbox"/> How can I empower students to use their voices? <input type="checkbox"/> How does this relate to Peace Education? <input type="checkbox"/> How does this relate to our history?
Content Lesson/ Checklist	<ul style="list-style-type: none"> <input type="checkbox"/> Lesson Topics: <ul style="list-style-type: none"> <input type="checkbox"/> What is citizenship? Who is protected by American law? <input type="checkbox"/> Who is a climate refugee (Slides about Climate Refugees)? <input type="checkbox"/> Warm-Up/Lesson-The Great Migration <input type="checkbox"/> Could climate refugees be: <ul style="list-style-type: none"> <input type="checkbox"/> People displaced by immediate environmental factors, such as a hurricane event? Or by slower-moving trends, such as recurring droughts and poor crop returns, or rising sea levels? <input type="checkbox"/> People displaced outside of, or within their own countries, regions, or even towns? <input type="checkbox"/> People who have been colonized or historically left out of the wealth of the developing world, but who face some of climate change’s heaviest impacts? <input type="checkbox"/> Indigenous peoples and communities who have lost their land or who are fighting to protect their land from the interests of oil, mining, tourism, and other extractive industries? <input type="checkbox"/> Migrants, who face harsh environmental conditions and environmental racism on their journeys or after resettlement? <input type="checkbox"/> Anyone who identifies themselves as such? <input type="checkbox"/> What does it mean to be an advocate? What are toolkits? <input type="checkbox"/> Overview of Presentations/Culminating Event <input type="checkbox"/> Educator Resource: <ul style="list-style-type: none"> <input type="checkbox"/> https://educators4sc.org/topic-guides/teaching-about-environmental-justice/ <input type="checkbox"/> https://www.existentialtoolkit.com/

	<ul style="list-style-type: none"> <input type="checkbox"/> https://reimaginingmigration.org/life-before-migration/ <input type="checkbox"/> https://rethinkingschools.org/books/a-people-s-curriculum-for-the-earth/?utm_source=zinnedproject.org&utm_medium=referral&utm_campaign=teaching-materials <input type="checkbox"/> https://www.epa.gov/sites/default/files/2017-09/documents/epa_office_of_environmental_justice_factsheet.pdf
Seminar	<input type="checkbox"/> Choice Seminar
Theme Connection	<input type="checkbox"/> Theme = Peace
Group Initiatives	<ul style="list-style-type: none"> <input type="checkbox"/> https://www.zinnedproject.org/wp-content/uploads/2019/03/APCE_climate-crisis-trial-activity.pdf <input type="checkbox"/> https://www.zinnedproject.org/wp-content/uploads/2019/03/APCE_climate-crisis-trial-activity.pdf
Field Study / Outside Opportunity	<input type="checkbox"/> Conversations with local Climate Refugees.
Project Work	<ul style="list-style-type: none"> <input type="checkbox"/> Digital Advocacy Tool Kit Rubric <input type="checkbox"/> Presentations of Toolkits <input type="checkbox"/> Support Examples of Advocacy https://teachingclimatechange.org/resources/
Rubrics	<ul style="list-style-type: none"> <input type="checkbox"/> Digital Advocacy Tool Kit Rubric (End of Unit Assessment) <input type="checkbox"/> Presentations of Toolkits (Graphic Organizer for the End of the Unit/Presentations) <input type="checkbox"/> Pre-Assessment (First Day Assessment to gather information about what students know) <input type="checkbox"/> Project Overview (Rationale behind Project) <input type="checkbox"/> Interview Guide (Use this Graphic Organizer) <input type="checkbox"/> Self-Assessment/Post Unit Reflection (For Students to reflect and for teachers to see what students know) <input type="checkbox"/> Thank You Cards (Video Lesson) (to thank community members for their involvement on the last day of the unit)
Culminating Event	<ul style="list-style-type: none"> <input type="checkbox"/> Presentations of Toolkits <input type="checkbox"/> Gallery Walk Sheet
Assessments	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-Assessment <input type="checkbox"/> Self-Assessment/Post Unit Reflection

Appendix 4: Teacher Resources

[Environmental Justice & Environmental Racism](#): Green action offers information on environmental justice, environmental racism, and the principles of environmental justice.

[What is Environmental Justice?](#): The Office of Legacy Management has put together a brief explanation of environmental justice along with a list of linked pages that detail how the Department of Energy (DOE) implements environmental justice within the department.

https://www.zinnedproject.org/wp-content/uploads/2019/03/APCE_climate-crisis-trial-activity.pdf: Zinn Education Project is being used to lead students in a hands on activity on the climate crisis for the group initiative. The program is developed for educators to introduce students to new content in a variety of aspects.

<https://teachingclimatechange.org/resources/>: The teaching climate change website is an online platform created with a variety of supporting examples of student advocacy. A key part of this curriculum unit is to teach students different ways to advocate for climate justice, this platform, allowing for educators to pull a variety of topics to support in those lessons.

<https://educators4sc.org/topic-guides/teaching-about-environmental-justice/>: Educators for change has a list of lesson topics and resources for environmental justice. This website is helping to pull the connections between climate change, activism, environmental refugees, and environmental justice through articles, lesson PowerPoints, and videos for students and adults.

<https://www.existentialtoolkit.com/>: With feelings of climate anxiety and eco-grief on the rise, educators across disciplines need resources to help students develop the emotional resilience to stay engaged in the work of climate justice. This toolkit helps educators and students navigate the long emergency ahead without becoming overwhelmed by despair. The resources in this project have been crowdsourced from an international community of scholars, educators, and climate justice leaders focused on addressing the emotional impact of climate disruption.

<https://reimaginingmigration.org/life-before-migration/>: The resources in this collection speak to a number of questions from the understanding migration section of the Re-imagining Migration Learning Arc. Among them are: Where do we humans come from? How is our shared human history shaping our lives today? What was life like before the journey (ours or others')? How did people live their lives before migration (cultural practices), (theirs or others)? Why do people leave their homes? In what ways do societal, political and environmental forces/challenges influence the decision to migrate?

https://rethinkingschools.org/books/a-people-s-curriculum-for-the-earth/?utm_source=zinnedproject.org&utm_medium=referral&utm_campaign=teaching-materials: A People's Curriculum for the Earth is a collection of articles, role plays, simulations, stories, poems, and graphics to help breathe life into teaching about the environmental crisis. The book features some of the best articles from Re-thinking Schools magazine alongside classroom-friendly readings on climate

change, energy, water, food, and pollution—as well as on people who are working to make things better.

https://www.epa.gov/sites/default/files/2017-09/documents/epa_office_of_environmental_justice_factsheet.pdf : OEJ programs have established the following tools and resources to facilitate and support the incorporation of environmental justice considerations into agency actions. These cross-cutting efforts aim to create consistency and clarity around how EPA identifies and addresses environmental justice concerns.

<https://www.drjenniferatkinson.com/outdoor>: This activity asks participants to directly engage with the natural world through two outdoor experiences of their choice. Following these outings, participants post a short written reflection on the significance of their experience.

<https://www.zinnedproject.org/wp-content/uploads/2020/12/climate-refugees-mixer.pdf>: This role play aims to illuminate the struggles faced by climate refugees and the uphill battle they fight to receive recognition and protection. Students will learn about the current legal definition of refugee and a variety of situations of climate refugees all over the world, and will be driven to action by reading about corporate greed and exploring suggested next steps. Through the stories of six different people whose lives have been changed by the climate refugee crisis, students will try to imagine what it is like for a person to have No Option except Escape.

[Lesson #2](#) BIMI Migration Slide Deck was created by a partnership of faculty, researchers and students who investigate human mobility, immigrants’ integration and the ways migration transforms societies around the world to create educational lessons on immigration and migration.

[Khan Academy – Environmental Justice \(Video\)](#): Khan Academy is a great resource for students to understand in depth topics in a condensed version. This video is used to support the lesson and connection between climate change, refugees, migration, and educational justice.

[Warm-Up/Lesson-The Great Migration](#): This lesson consists of a few key pieces, the warm-up: Exploring images and associations with climate change and migration, Introducing the resource: Introduction to "The Great Climate Migration" article and data journalism project, comprehension Questions: Exploring five excerpts from the article, published in New York Times Magazine and ProPublica, and discussion questions: Evaluating the role of data modeling in journalism and the reporting's findings.

<https://www.climate-refugeestories.com/post/who-are-climate-refugees>: Climate Refugee Stories is an online tool created by Professor Tina Shull and additional members of her team to post collections of educational tools, informational sites, refugee stories, and a vast amount of resources all related to climate change, climate justice, migration, immigration, climate refugees and more. Particularly, from the site, this article is being used to introduce the term “Climate Refugee” and the controversies with this particular term.

[Climate Change through Story Article Analysis](#): This article, through the Zinn Ed Project, shows real stories from Climate Refugees and provides an analysis guide for students to use in the classroom. This unit plans to use this as an activity on one of the first days. This will help not only provide context for students understanding the question, who are climate refugees, but also give them an introduction into storytelling.

[High School Curriculum - Climate Induced Migration](#): This curriculum, created by Hania Marien and Miriam Engeler is a guide for high school students about Climate-Induced Migration. This rich curriculum provides teachers and students with a background about climate change, climate migration, refugees, etc. The curriculum is broken down by unit and has learning components and objectives that are helpful in guiding students through the concepts. There are many in class activities that can help students understand and engage with the ideas being discussed in this unit. This is used in this curriculum, through activities, background knowledge, this overall supports the lessons and ideas being taught in this unit.

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