12

Principles of American Democracy Standard 12.3.2.

Student Workbook

California Education and the Environment Initiative

Active Voices: Civil Society and the Environment

California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

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California Environmental Protection Agency
California Natural Resources Agency
Office of the Secretary of Education
California State Board of Education
California Department of Education
California Integrated Waste Management Board

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Key Partners:

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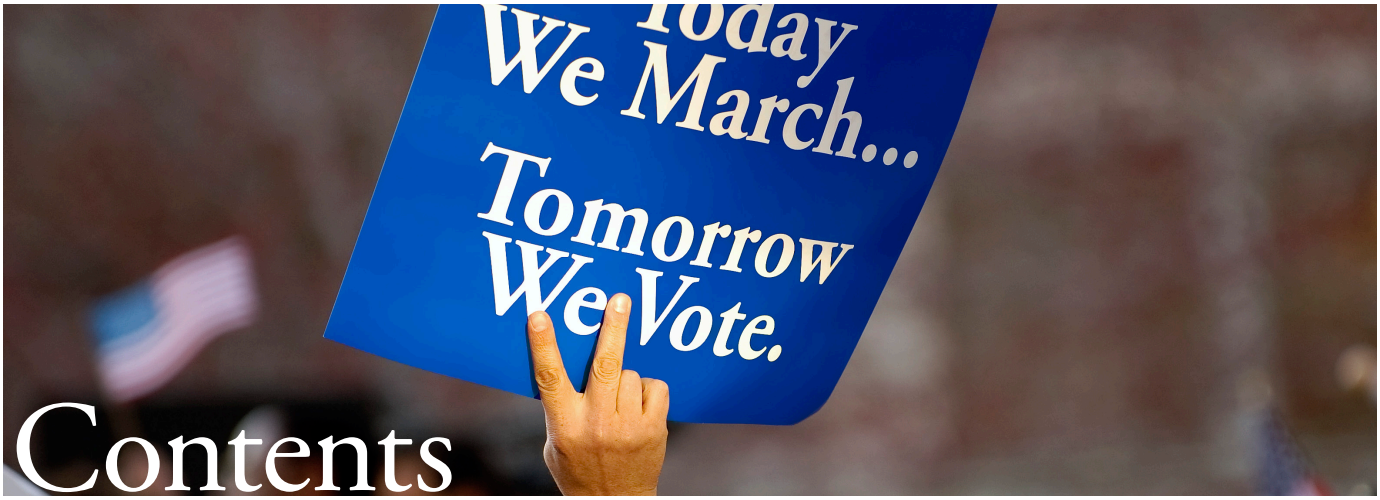

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Activism: Political actions taken by persons or groups.

Advocacy: Speaking on behalf of an idea or issue in order to educate and influence others.

Assemble: To bring people together; to gather in one place.

Civic virtue: Willingness to put the public interest or common good ahead of individual interests.

Civil disobedience: A deliberate breaking of the law, or refusing to follow government directives, in a non-violent manner.

Civil rights: The rights given to citizens of a society by the government through a constitution or laws.

Civil society: All of the voluntary personal, social, and economic relations that are not part of government.

Conservation movement: An organized effort to ensure the management, protection, and use of resources and natural systems in a way that can meet current and future needs.

Constitutional: Related to or derived from a constitution, such as the rights of U.S. citizens that derive from the U.S. constitution.

Eminent domain: The right of government to take private property for public use or benefit.

Forum: A physical place or a medium (such as an Internet blog) where people express their opinions and debate issues.

Grievance: A formal objection made on the basis of something being unfair or unreasonable.

Lobby: (verb) Seeking to influence policymakers so they will take a desired position on pending decisions.

Petition: A written request by a person or persons, seeking a specific action from the government or other authority.

Social justice: The equitable distribution and access to the opportunities and benefits of society.

Stakeholders: Individuals, groups, or organizations that have an interest in or concern about a particular action or decision.

Name: _____

Instructions: Use information from the ***California Connections: Farm Workers Organize for Change*** story to answer the questions below. (5 points each)

1. What were the goals of the farm workers? What part did the environment play in the farm workers' goals?

2. In your own words, describe the history of the issues the farm workers faced.

Name: _____

3. How did farm workers voice their opinions about their concerns?

4. In your opinion, which strategy employed by the UFW was most effective in influencing decisions about natural systems and environmental management? Why?

Name: _____

Instructions: Read the following school newspaper article and then complete the task on the next page.

The Buzz

Volume 15 | Issue 2

Bottles, Germs,… What's Our School to Do?

Last Friday, several student groups asked for meetings with the school administration. All wanted to talk about water. Two recent events sparked the interest in this natural resource.

The first event was ninth-grader Malia Robinson's science project, which showed high levels of bacteria in water taken from school drinking fountains. Robinson said about her project, "I observed each water fountain in the school for at least 15 minutes. I saw sneezing, coughing, and spitting while people were using the fountains. It was gross!"

The second event was this paper's publication of an article detailing how many plastic water bottles end up in landfills. According to some experts, even though most plastic water bottles are recyclable, only one in four bottles is recycled. The rest end up in landfills, where they can take up to 1,000 years to degrade.

Some of the students talking to the administration want the school to ban bottled water from school vending machines. Others want the school to keep making bottled water available to students, who could get sick if they drink from fountains. One group suggested that the school replace the germ-bearing fountains with water stations where students can refill reusable bottles.

Drinking fountain

The school administration has many factors to consider in making their decision. They are inviting students to make their views on this issue known.

Name: _____

1. In the left-hand column below, list factors that the school administration should consider in making a decision about providing water to students at the school. (For example, one factor might be student health.)

2. In the right-hand column, list actions that students could take to influence the administration's decision. The actions should take the factors in the left-hand column into account.

Factors to Consider	Possible Student Actions

Name: _____

Instructions: After reading **The Upper Newport Bay Ecological Reserve**, fill in the following categories with the appropriate information.

Describe the Situation (3 points)

_____

_____

_____

_____

_____

_____

Who and What? (3 points each)

Who: _____

What: _____

_____

_____

_____

Who: _____

What: _____

_____

_____

_____

Who: _____

What: _____

_____

_____

_____

Name: _____

Who: _____

What: _____

_____

_____

_____

Who: _____

What: _____

_____

_____

_____

Name: _____

Instructions: Read the passages below. Then use the space on this page and the next to take notes on this event.

The Julian Chávez Ravine was a neighborhood in Los Angeles, California. In the late 1940s, approximately 1,800 people lived there. Most of them were Mexican Americans; many were poor. (The neighborhood was named after Julian Chávez, who was a Los Angeles County Supervisor in the 1800s.)

In 1949, the federal government made funding available to cities to build affordable housing and redevelop run-down neighborhoods to improve the living conditions of their poorer residents. Los Angeles city planners came up with the idea to tear down the existing homes in Chávez Ravine and build 10,000 new, low-income housing units. In order to do that, the city would declare the ravine neighborhood a "slum" and, using the power of eminent domain, evict the residents.

This started a fight over what to do with the ravine. Several stakeholders came forward with very different ideas about what to do with the land. These included the original residents of the ravine neighborhood, people who were against the housing development, supporters of redeveloping the area, and people who wanted to build a Major League Baseball stadium on the land.

Chávez Ravine, 1940

Key Points in the Julian Chávez Ravine Dilemma

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____

Name: _____

Name: _____

Name: _____

Instructions: Write an op-ed article summarizing the case of Julian Chávez Ravine and highlighting the four stakeholder groups' points of view. Describe the factors that were most important to them and the strategies that they used to voice their concerns. Give your analysis of which methods were most effective and what perspectives were missing from the decision-making process. The article should be at least 500 words long. Your article will be scored using the scoring tool below. (20 points total)

The deadline for your article is _____.

Julian Chávez Ravine Op-ed Article Scoring Tool

Component	4 points	3 points	2 points	1 point
Summary of Situation	The article includes an accurate summary of the entire situation.	The article includes an accurate, yet brief, summary of the situation.	The article includes a brief summary of the situation, though it may contain factual errors.	The article includes a brief summary of the situation, although it contains factual errors.
Stakeholder Groups	It highlights each of the stakeholder groups' viewpoints, and also describes the methods each group used to exert influence.	It highlights most of the stakeholder groups' viewpoints, as well as describes most of the methods each group used to exert influence.	It highlights some of the stakeholder groups' viewpoints.	The article omits the stakeholder groups' viewpoints.
Analysis	The author presents an analysis of which methods were most effective, as well as what perspectives were missing from the decision-making process.	The author presents a brief analysis of which methods were most effective, as well as some of the perspectives that were missing from the decision-making process.	The author describes some of the methods groups used to exert influence but has a limited analysis of the methods that were most effective.	The author omits the methods groups used to exert influence or does not offer analysis of the methods that were most effective.
Article Length	The article is 500 or more words long.	The article is at least 500 words long.	The article is less than 500 words long.	The article is significantly less than 500 words long.
Writing and Presentation	The article has few, if any, grammar or spelling errors and engages the reader.	The article may have some grammar or spelling errors yet engages the reader.	The article contains grammar and spelling errors and does not engage the reader.	The article includes spelling and grammar errors and does not engage the reader.

Name: _____

Name: _____

Name: _____

Instructions: As you watch the presentation on the history of People's Park in Berkeley, take notes on the following points:

1. The University's original plan for the land that it gained through eminent domain:

_____

_____

_____

_____

_____

2. Why the residents were concerned about the area in 1968:

_____

_____

_____

_____

_____

3. Why actions of the activists are classified as "civil disobedience:"

_____

_____

_____

_____

_____

4. Other "rights" the activists used to try to influence the University's decision about the lot:

_____

_____

_____

_____

_____

Name: _____

Instructions: Write an essay answering the question: Is civil disobedience justified as a tool for influencing decisions about resources, and environmental management? Use the People's Park example to support your position. Your essay will be scored using the scoring tool below. (12 points total)

Is Civil Disobedience Justified? Scoring Tool

Component	4 points	3 points	2 points	1 point
Definition and Position	The essay defines civil disobedience and takes a clearly stated position on whether civil disobedience is justified as a tool in influencing decisions.	The essay defines civil disobedience and takes a position on whether civil disobedience is justified as a tool in influencing decisions.	The essay may or may not define civil disobedience yet takes a position on whether civil disobedience is justified as a tool in influencing decisions.	The essay does not define civil disobedience and takes an unclear position on whether civil disobedience is justified as a tool in influencing decisions.
Arguments and Examples	The essay cites appropriate arguments for or against civil disobedience and provides detailed information and examples from the People's Park Case.	The essay cites arguments for or against civil disobedience and provides examples from the People's Park Case to support the position taken.	The essay cites arguments for or against civil disobedience and uses the People's Park Case to support the position taken.	The essay may not cite arguments to support the position taken.
Writing and Presentation	The essay has few if any grammar, spelling or punctuation errors. The essay is easy to understand and engages the reader.	The essay may have some grammar, spelling or punctuation errors. The essay is easy to understand.	The essay contains grammar, spelling or punctuation errors and parts may not be understandable.	The essay contains numerous grammar, spelling or punctuation errors and is not easy to understand.

Name: _____

Name: _____

Instructions: Fill in the charts with details about each of the cases you have studied in this unit.

Case: Formation of the UFW (2 points each)	
The Issue(s)	
Stakeholders Involved	
Perspectives on the Issue(s)	
Actions and Forum(s) Chosen	

Case: Creation of the Upper Newport Bay Ecological Reserve (2 points each)	
The Issue(s)	
Stakeholders Involved	
Perspectives on the Issue(s)	
Actions and Forum(s) Chosen	

Name: _____

Case: Land Use in the Chávez Ravine (2 points each)	
The Issue(s)	
Stakeholders Involved	
Perspectives on the Issue(s)	
Actions and Forum(s) Chosen	

Case: Creation of People's Park (2 points each)	
The Issue(s)	
Stakeholders Involved	
Perspectives on the Issue(s)	
Actions and Forum(s) Chosen	

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