Civics Independent Project

Hello Students,

This resource packet includes a project that you can work on independently at home. You should also have project packets for some of the other courses you are enrolled in. These projects are standards-aligned and designed to meet the Remote Learning instructional minutes guidelines by grade band.

High School Civics Project: Power of Social Movements

<table>
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<tr>
<th>Estimated Time</th>
<th>~225 minutes</th>
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| Grade Level Standard(s) | SS.IS.1.9-12: Address essential questions that reflect an enduring issue in the field.  
| | SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.  
| | SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.  
| | SS.IS.6.9-12: Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.  
| | SS.IS.7.9-12: Articulate explanations and arguments to a targeted audience in diverse settings. |

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<thead>
<tr>
<th>Caregiver Support Option</th>
<th>Assist with reading comprehension and information analysis.</th>
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<tr>
<th>Materials Needed</th>
<th>Packet, journal (written or digital)</th>
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<tr>
<th>Question to Explore</th>
<th>How can young people advance environmental justice?</th>
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| Student Directions | Go through the project packet in order and document your thinking in a journal.  
| | 1. Begin with a notebook or word processor. Put your name and date at the top. Share with your teacher(s) if you’re using Google Docs.  
| | 2. Each day that you work on the project, create an entry in your notebook or document. Make sure that each entry has a date. You do not have to work on this project every day. **It is due 2-weeks after being assigned.** Your entries into this notebook will be:  
| | - Responses to prompts or questions.  
| | - Journal of actions taken during inquiry, action, or reporting results.  
| | 3. Progress through the activities in the packet.  
| | 4. When there are questions to respond to number them according to the activity and letter (ex: 1b) and respond in complete sentences. |
Activity 1: Context Setting and exploring our question for exploration

A. Tap into what you already know and what you’d like to explore further. Reflect on the following in your journal:
   a. Take a moment and reflect on what you already know about the following:
      i. What is a social movement?
      ii. What is the power of social movements?
      iii. What is environmental justice? [if you’re not sure, consider breaking down the term into its parts].
   b. **Make a note of any questions you think will be important to answer** in order to respond to our question for exploration: How can young people advance environmental justice? Document them in your journal. You will return to these questions throughout your investigation.

B. Unpacking Environmental Justice
   a. Optional: If you are not familiar with what climate change is, please read the brief overview in Source B.
   b. Look at the image to the right. Make 3 observations about the image and what it is communicating.
   c. Once you document your observations about the image in your journal, review the following definitions of environmental justice and environmental racism below.

   environmental justice (*noun*): The fair treatment of people of all races, cultures, incomes and educational levels with respect to the development and enforcement of environmental laws, regulations and policies

   environmental racism (*noun*): the disproportionate impact of environmental hazards on people of color

   d. Document 3 things that stand out to you about these definitions, and identify one way in which these terms are connected to one another.
      i. Now return to your reflections on the image that you wrote in section c. Has your interpretation or understanding of the image changed at all? If so, how?
   
   e. Finally refer to Source A, 3 Kinds of Participants. *If you have used this anchor concept in your civics class, reflect on it at this time. If you have not used this anchor concept in your civics class, please read it.* Based on your prior knowledge about environmental justice and social movements, and the definitions you read above, reflect in your journal on how you think each “type of participant” may engage in the fight for

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environmental justice. Remember, you’re just starting your investigation so your initial thinking may grow or change over time!
   i. A personally responsible participant might....
   ii. A participatory participant might....
   iii. A justice-oriented participant might...

C. **Connect with and collect information from others:** Since our question for exploration is about young people advancing environmental justice, ensure your investigation is rooted in the perspectives of young people!
   a. First, reflect on the following questions **yourself:**
      i. Do you believe young people have power to impact issues they care about? Why or why not?
      ii. Are environmental issues (pollution, global warming, severe storms) important to you? Why or why not?
      iii. From your perspective, how is environmental justice connected to other kinds of justice (i.e. social justice, economic justice, racial justice, etc)?
   b. Next, interview two or more people in your life who are **under 18** by phone, email, or social media using the questions below and other questions you want to ask. Write down the responses to each question. **Make a note of any NEW questions that arise for you as you conduct your interviews.**
      i. Do you believe young people can play a role in impacting issues they care about? Why or why not?
      ii. Are environmental issues (pollution, global warming, severe storms) important to you? Why or why not?
      iii. Read the definition of environmental justice to the person you are interviewing - do you think this exists presently? Why or why not?
   c. After you finish your interviews - complete the reflection below to synthesize your thinking:
      i. What new ideas or perspectives did you learn through your interviews?
      ii. Did the responses from any of the people you interviewed surprise you? Why or why not? Did you notice any trends in their answers?
      iii. Based on your own reflections and the answers your interviewees shared, **what additional things do you think will be important to explore and understand to effectively answer our question for exploration:** how can young people advance environmental justice? Add those ideas to the questions you developed in Activity Ab above.

**Activity 2: Understand, Analyze, and Assess the Question for Exploration** In this activity, you will investigate our question for exploration, “how can young people advance environmental justice?” through engaging in secondary source analysis and research.

A. **Secondary research:** Follow the instructions below and answer the questions noted for each of the sources in your journal. **Make a note of any NEW questions that arise for you as you investigate.** Add them to the questions you developed in activity 1.
a. **Environmental Justice and Policy**: Read Source C and reflect on the following questions.

   i. List the source author/group posting
      1. What is the author’s perspective?
      2. Why was this written? (Who was expected to see/read it?)
      3. Briefly describe what the source is communicating.

   ii. Reflect on the definitions you read of environmental justice and environmental racism. How do these concepts connect to the source?

b. **Environmental Justice in a Local Context**: Read Sources D & E and reflect on the following questions in your journal

   i. List the source name, author, and date
      1. What is the author’s perspective?
      2. Why was this written? (Who was expected to see/read it?)
      3. Briefly describe what the sources are communicating.

   ii. Reflect on the definitions you read of environmental justice and environmental racism. How do these concepts connect to these sources?

c. **Environmental Justice & Advocacy in Elections**: Read Sources F:

   i. List the source name, author, and date
      1. What is the author’s perspective?
      2. Why was this written? (Who was expected to see/read it?)
      3. Briefly describe what the source is communicating.

   ii. Reflect again on the definition you read of environmental justice. How is this concept connected to this source?

   iii. What strategies or tactics are the advocacy groups described in the article using to advance their cause?

   iv. What type of participant (refer to 3 kinds of participant) are the advocacy groups described in this article practicing?

d. **Environmental Justice & Social Action**: Read Sources G, H and I

   i. List the sources’ name, author, and date
      1. What is the author’s perspective?
      2. Why was this written? (Who was expected to see/read it?)
      3. Briefly describe what the source is communicating.

   ii. For each source reflect on the following questions:
      1. What were the goals of organizers/protests in each of these sources?
      2. What tactics or strategies did they use in order to advance their goals?
      3. Were they successful in achieving their goals? Why or why not?
      4. What type of participant (refer to 3 kinds of participant) are those involved in these demonstrations practicing?

B. **Reflection**: Take a moment to synthesize the information you just explored.

   a. Did anything you learned surprise you?

   b. From the sources you read, what passages really resonated with you? Write at least three passages in your journal. Why did they stick out? What did you learn?

   c. In what ways are the readings connected?
Student Name: _______________________  School Name:_____________________ Teacher Name:_____________

d. How do these sources connect with the research you gathered from the interviews you conducted in Activity 1?

e. Select one of the Participate Civics Unit 4 enduring understandings listed below. Document 4-5 sentences to explain what this sentence means to you. Cite 2 examples from the sources you just read to explain your thinking.

   i. Individual citizens can and do access power and effect change through activism and participation in social movements.

   ii. Throughout U.S. history, activists/social movements have continually shaped and influenced our society.

   iii. Social movements often reflect people’s varying ideas of what is important in our democracy.

   iv. Activists make choices about tactics and strategies based on their goals and conditions of struggle.

   v. Young activists have been critical organizers and drivers of social movements throughout U.S. history.

Activity 3: Here you will take action to raise awareness and address our question for exploration: how can young people advance environmental justice? based on your investigation and exploration.

   Step 1: Decide on the information you have learned that is most important about environmental justice, climate change and how young people can participate.

   Step 2: Identify WHO needs to know this information and WHY they need to know it [who of your peers are you hoping to target for your message?]

   Step 3: Identify WHAT you want to say and HOW you want to say it.

      ● Ground yourself in the research you did (both the interviews and the secondary source analysis).

      ● Are you hoping your peers engage as a personally responsible participant, a participatory participant or a justice-oriented participant in order to advance environmental justice?

      ● What could you say to your peers to raise their consciousness about the environment and get them to participate in the way you are hoping?


   Step 5: Finally, construct your MESSAGE. Consider what you have already decided, and how to bring that all together.

   Step 6: Implement your plan and make sure to document your action along the way! Track your outcomes if you can.

Activity 4: Reflection

Document your reflections in your journal:

   ● What did you learn throughout the process?
What did you learn about yourself and your community?

You just completed a project related to environmental justice. What other issues will you try to affect in the future? What social movements might you join/start?

Extension: How does completing this project (and any other projects you have as part of remote learning) help inform your understanding of the Participate Civics course essential questions:

- Who has power in our democracy? Why do they have it? How do they use it?
- What is my power? How will I use it?

*As a final action - connect with other CPS students by sharing your experience, ideas and thoughts either on social media @CPSCivicLife #EngageCPS or email us at SSCE@cps.edu

Cross Content Connection: Social Science, Literacy and opportunities for Science
<table>
<thead>
<tr>
<th>PERSONALLY RESPONSIBLE</th>
<th>PARTICIPATORY</th>
<th>JUSTICE ORIENTED</th>
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</thead>
<tbody>
<tr>
<td>Someone who...</td>
<td>Someone who...</td>
<td>Someone who...</td>
</tr>
<tr>
<td>is responsible</td>
<td>is an active member and organizer of community efforts</td>
<td>sees beyond surface causes of problems</td>
</tr>
<tr>
<td>works &amp; pays taxes</td>
<td>knows how government agencies work</td>
<td>critically assesses social, political, and economic structures. Recognizes &amp; addresses injustice</td>
</tr>
<tr>
<td>obeys laws</td>
<td>knows strategies for collective tasks</td>
<td>knowledgeable of social movements &amp; how to effect systemic change</td>
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<tr>
<td>donates time or resources</td>
<td></td>
<td></td>
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<tr>
<td>volunteers to lend a hand in times of crisis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This person might...</td>
<td>This person might...</td>
<td>This person might...</td>
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<tr>
<td>vote in an election</td>
<td>organize a candidate forum or distribute voter education guides</td>
<td>work for voting rights and equitable access</td>
</tr>
<tr>
<td>contribute to a food drive</td>
<td>help to organize a food drive</td>
<td>explore why people are hungry and work to address root causes</td>
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<tr>
<td>donate money to a charity or organization</td>
<td>create awareness about an issue and motivate others to donate to a charity or organization</td>
<td>meet with/speak to elected officials regarding a policy that impacts the issue</td>
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<tr>
<td>stay up-to-date on local, national, &amp; global news from a variety of news sources</td>
<td>petition a news station to cover a community event</td>
<td>reach out to a news media source about biased coverage</td>
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**SOURCE B:** Climate Basics for Kids, Center for Climate and Energy Solutions, [https://www.c2es.org/content/climate-basics-for-kids/](https://www.c2es.org/content/climate-basics-for-kids/)

Scientific evidence paints a clear picture: Climate change is happening, it is caused in large part by human activity, and it will have many serious and potentially damaging effects in the decades ahead. The primary cause is greenhouse gas emissions from cars, power plants and other human-made sources—rather than natural variations in climate. These emissions include carbon dioxide — the main greenhouse gas — which has reached a concentration level in our atmosphere
that the Earth hasn’t seen for more than 400,000 years. Greenhouse gases act like a blanket, trapping the sun’s warmth near the earth’s surface, and affecting the planet’s climate system...

Where do greenhouse gases come from? Up until about 150 years ago, human activity did not produce many greenhouse gases. That changed as forests were cleared to make way for cities and farms, and as important inventions and industrial innovations, like the widespread use of electricity and cars, transformed the way we live.

These inventions and innovations demand energy. Burning fossil fuels — coal, oil, and natural gas — has become an important source of that energy. Burning fossil fuels releases carbon dioxide and other greenhouse gases into the atmosphere.

Today in the United States, electricity and transportation (cars, trucks and planes) are responsible for almost 60 percent of carbon dioxide emissions. The rest comes from agriculture, industry — such as factories that make products we use — and from energy we use in our homes and businesses.

As global carbon emissions have increased, so have global temperatures... If we continue on our current path, and emit more and more greenhouse gases, the temperature of the Earth will rise a lot – maybe as much as 5 degrees Celsius (9 degrees Fahrenheit) by 2100. However, if we reduce our emissions, the temperature of the Earth will still rise but we might be able to keep the rise below 2 degrees Celsius (or about 4.8 degrees Fahrenheit).

SOURCE C: How We Win a Green New Deal, Sunrise Movement, https://www.sunrisemovement.org/gnd-strategy

Posted by Sunrise Movement: Sunrise is a movement to stop climate change and create millions of good jobs in the process. We’re building an army of young people to make climate change an urgent priority across America, end the corrupting influence of fossil fuel executives on our politics, and elect leaders who stand up for the health and wellbeing of all people. We are ordinary young people who are scared about what the climate crisis means for the people and places we love. We are gathering in classrooms, living rooms, and worship halls across the country. Everyone has a role to play. Public opinion is already with us - if we unite by the millions we can turn this into political power and reclaim our democracy.

WHAT IS THE GREEN NEW DEAL? The Green New Deal is a 10-year plan introduced by Rep. Ocasio-Cortez and Sen. Markey to mobilize every aspect of American society toward 100% clean and renewable energy, guarantee a good job to all members of our society, and create economic prosperity for all. The goals of the Green New Deal are:

- to achieve net-zero greenhouse gas emissions through a fair and just transition for all communities and workers;
- to create millions of good, high-wage jobs and ensure prosperity and economic security for all people of the United States;
- to invest in the infrastructure and industry of the United States to sustainably meet the challenges of the 21st century;
- to secure clean air and water, climate and community resiliency, healthy food, access to
nature, and a sustainable environment for all people of the United States for generations to come; and
-to promote justice and equity by stopping current, preventing future, and repairing historic oppression of indigenous peoples, communities of color, migrant communities, de-industrialized communities, depopulated rural communities, the poor, low-income workers, women, the elderly, the unhoused, people with disabilities, and youth.


Mayor Lori Lightfoot said Monday if she had known Hilco Redevelopment Partners would not follow mandatory safety measures, she never would have allowed the company to demolish a smokestack at the site of a shuttered coal-fired power plant in Little Village.

“They own this,” said Lightfoot, who described Hilco’s chief executive as “very contrite and embarrassed” about the demolition of a 95-year-old smokestack.

The result was a giant plume of dust that left homes and vehicles filthy and, potentially, created a public health hazard in the middle of the coronavirus pandemic.

“If anybody in the city government or the alderman’s office knew what was represented to us wasn’t actually gonna be followed on site, we would have stopped it in its tracks,” Lightfoot said. “But promises were made. Those promises were not kept.”

Lightfoot promised the city would do “everything we can” for Little Village residents. Street sweepers were dispatched Saturday and Sunday. All will be at Hilco’s expense, the mayor said.

“Hilco’s actually sending a team of people out today to go literally door-to-door to assess what the damages are,” the mayor said.

The company must “mitigate the harm that’s been done to residents and residents’ property,” she added.

“I want cars cleaned. I want streets swept. I want houses to be cleaned of the dust that’s settled. That is the charge I’ve given to my team, and Hilco is gonna have to own responsibility for that.”

Hilco CEO Roberto Perez issued a statement saying Hilco is “sensitive to the concerns of the community” and will continue to work with the city.

Health Commissioner Dr. Allison Arwady said the smokestack was tested before the demolition permit was issued. Those reports show asbestos removal took 18 months and was completed Nov. 30 in the main building at the old Crawford power plant.
“There’s nothing in these reports at this time that is suggestive that asbestos would have been a problem,” Arwady said.

“That said, we’re collecting additional information — including some of those samples taken on site — just to make sure that everything was done appropriately.”

Arwady said testing of air samples from the neighborhood is likely to be done by the federal Environmental Protection Agency, as well as its Illinois equivalent.

The Buildings Department issued Hilco a demolition permit to implode the smokestack and other parts of the former power plant March 30, city records show.

Ald. Michael Rodriguez (22nd) said when he was notified of the permit three days later, he asked the city health department if the company had met all requirements.

“I inquired with the city if they were allowed to do this work, and the city said yes,” he said.

Rodriguez said he later asked the health department if the work could be postponed because Hilco had delivered paper notices to some residents only a day before the demolition. The city still gave the go-ahead, Rodriguez said.

Given the late notice to residents, “I did inquire with the city whether putting a pause on the job was an option, and I was told it wasn’t an option, that they had a right to do that work,” Rodriguez said.

“Something obviously went terribly wrong.”

Maryland-based Controlled Demolition was hired to demolish the smokestack.

“Per our contract, any communication involving any of the job goes through Hilco,” said one employee reached over the phone.

Attorney Frank Avila Jr., who plans to sue on behalf of Little Village residents, likened the scene in Little Village to Chernobyl.

Lightfoot bristled, calling it a “really poor choice of words” to compare it to the Russian nuclear power plant disaster.

“I appreciate the hyperbole, but I really don’t think that’s appropriate in this time,” she said.

Lightfoot was asked whether she would support a City Council vote rescinding a
$19.7 million subsidy granted to Hilco for its warehouse project on the site.

“I don’t know that there’s any basis for our taking that kind of action. But we’re reviewing everything,” she said.

As the city and Hilco try to mitigate the damage, some nearby residents feel despondent.

Kathryn Ramirez-Mercado, 32, who lives about half a mile from the old power plant, said she heard about the planned demolition Saturday morning through the news.

“My wife went outside that morning and saw the paper left on the floor. I didn’t realize that they’d only given us a day’s notice,” she said.

Ramirez-Mercado said many of her neighbors are young children and elderly residents with underlying health conditions.

“There are so many kids on our block and so many old generations,” Ramirez-Mercado said. “As a resident, it makes me feel like we’re insignificant, we’re voiceless and powerless throughout this process.”

SOURCE E: Excerpt from: What the dust cloud created by the Crawford coal plant demolition did, in residents’ own words, APRIL 28, 2020 BY JACQUELINE SERRATO, Southside Weekly
https://southsideweekly.com/voices-la-villita-post-demolition/

Voices from La Villita, Post-Demolition
Little Village residents are sharing what they experienced when the April 11 demolition of a smokestack at the former Crawford coal plant at 35th and Pulaski released a thick cloud of dust—which the city and U.S. EPA concluded caused “no apparent health risks”—over their neighborhood.

Reflections about the implosion
Jose: They weren’t dumb. They knocked it down on a day when the wind was blowing from south to north? I mean, the dust falls here in a Latino neighborhood and North Lawndale, a Black neighborhood. Why didn’t they knock it down when the wind blew from north to south? (4/11/20)

Daniel: The dust came all the way here. I was outside in my alley when I heard the loud bang and I looked south when the smokestack was coming down, and right after that I could see shiny particles flying in the air, good thing I had my mask on. (4/12/20)

Brenda: The amount of notice was inadequate. The alderman’s website didn’t send out notice until the day before at 2pm and he decided to address this issue today at 5pm after the demolition has occurred and the dust is settling in the lungs of our community. Normally water is used to contain the dust during projects like these and this was not the case. It was also completely irresponsible to carry out this work amid a global pandemic affecting the respiratory system. The lungs of our people have been under constant attack. First when the coal plant was functioning, then by the rise of industry
Ruby: Since it’s an old building that possibly contains asbestos, the dust had to be contained by the firefighters so that it would not spread to the community, especially since Little Village is one of the areas with the most cases of asthma and this can affect the people who already have respiratory problems and will not be able to be treated adequately in the hospital because their first concern is patients with symptoms of COVID-19. So people are concerned and angry because if it were an Anglo community they would have seen dozens of firefighters ensuring that dust did not spread. But as always they screw us over, and we do not come together to demand better for our community. (4/11/20)

Jefe: Why did the multi-million-dollar company not use a proper dust suppression system? Especially during a respiratory pandemic, that’s bullshit! That company needs to be sued BIG TIME. This wouldn’t have been allowed on the North Side or any other non-minority neighborhood. We need to file a class action lawsuit. (4/11/20)

Ramon: After what they did—this is our community—why should we let them build something that isn’t going to benefit us? Let’s ask for a park or a building that’s going to benefit us on that property. (4/13/20)

Pain and breathing issues

Leticia: The day of the explosion I went out to throw out the trash and it smelled like a lot of dust and like something was burning. Since then I have a dry throat and my eyes are burning and crying a lot. And every time I go out to throw out the garbage or sweep the yard, the same thing happens and even after I enter the house, my throat itches and eyes water. I don’t know if someone could help me or where I can go for help. (4/24/20)

Marta: The day the Crawford building was knocked over, me and my daughter woke up in the middle of the night and the inside of our nostrils was all black, and my little girl woke up with a headache. She told me that her head hurt a lot and to date she tells me that it hurts, though not as bad. (4/24/20)

Robert: A little while after the demolition, my father began to experience coughing attacks. We’ve gone to the doctor and he’s been told he has bronchitis. He’s missed several days of work because of this and we’re still hoping his coughing attacks will soon subside. (4/24/20)

Dalia: Some weeks ago I started to feel that my chest hurt. I suffer from asthma and use an inhaler. I feel like I am constantly short of breath and that hasn’t happened to me in years. It was bad luck, that day I didn’t know about the demolition and I went shopping close by and without knowing I exposed myself to it. And since the day of the coal plant demolition, I started to feel chest pain and now I get more frequent asthma attacks. That’s why on Monday I have an appointment with the doctor so he can do a check-up and prescribe me an inhaler. (4/25/20)
Environmental groups are pushing former Vice President Joe Biden to adopt a more aggressive platform on climate change after losing a big champion for their cause with the departure of Sen. Bernie Sanders (I-Vt.).

Climate change is emerging as a significant issue within the Democratic Party, pitting progressives like Sanders who have called for more aggressive environmental policies such as a total ban on fracking against others like Biden, who instead opposes new fracking on public lands.

Although some environmental advocates have said they will now support Biden, others were more reticent, putting pressure on Biden to accommodate some of their proposed policies.

Climate change has emerged as a particularly salient issue for younger Democrats — a group that Biden has struggled to win over during the course of the campaign.

Sunrise Movement, a youth group advocating for environmental issues that has grown in influence, issued a statement after Sanders dropped out on Wednesday urging Biden to adopt a more aggressive climate policy framework.

“We’re not going to sugarcoat it: our hearts are heavy,” Sunrise spokesperson Aracely Jimenez said in a statement. “The ball’s now in Joe Biden’s court. To avoid a repeat of 2016, he needs to show young people that he’s going to stand up for them by embracing policies like an ambitious Green New Deal that led young voters to flock to Bernie. If he doesn’t do this, our work turning out our generation to defeat Trump this fall becomes a lot harder.”

Biden’s campaign has been stressing that the former vice president has already been engaging with groups that supported Sanders and will continue to do so.

Biden’s environmental plan calls for a 100 percent clean energy economy and net-zero emissions by 2050, with milestone targets by 2025.

He also already has the support of some environmental groups, including the National Wildlife Federation Action Fund, which endorsed Biden even while Sanders was still in the race. The group cited Biden’s “collaborative, science-based leadership” in its decisionmaking. But other environmental groups say they expect more.

Greenpeace, which does not endorse a candidate, gave an "A+" score to Sanders and a "B+" to Biden on their platforms. Nonetheless, the group called on the former vice president to be bolder.

“We’ve seen Joe Biden recognize more and more the urgency of this crisis,” said Greenpeace
climate campaigner Charlie Jiang. "But we still think that there is a lot more that Biden should do."

Jiang said he’d like to see Biden commit to banning exports of crude oil and rejecting new permits for fossil fuel infrastructure such as pipelines and coal and liquified natural gas terminals.

Meanwhile, Erich Pica, the president of Friends of the Earth Action, told The Hill that he’d like to see changes in Biden’s environmental justice platform and how quickly he aims to achieve net-zero emissions.

“There’s a whole slew of items that we’d like to see improvements on in his platform,” Pica said.

Sunrise joined a coalition of youth-led groups in a separate statement asking Biden to “make specific commitments around achieving a just transition to 100% Clean Energy by 2030 for electricity, buildings, and transportation” and to “restart the economy by committing to mobilizing $10 trillion in green stimulus and infrastructure investments over 10 years.”

Still, how far these advocacy groups will go in standing by their demands remains uncertain in light of how unpopular President Trump remains among environmentalists, who have been dismayed by actions from the administration including significant rollbacks of Obama-era environmental regulations and its encouragement of fossil fuel production.

Many Democrats are still scarred from 2016, when Sanders soldiered on almost until the convention, sparking perceptions he hurt Hillary Clinton in the general election.

In his exit speech on Wednesday, Sanders said he would remain on the ballots of the remaining primary contests in a bid to gain leverage during Democrats’ convention in August. But strategists say Sanders will need to be careful about which progressive policies he adopts without risking creating fissures within the party.

Sanders’s speech mentioned the importance of the environment, but it was pointedly focused on the damaging economic impact caused by the coronavirus, advocating for "Medicare for All" and helping struggling Americans.

A spokesperson for Sunrise told The Hill in a text message the group is “committed to doing everything in our power to defeat Donald Trump.”

Biden campaign officials stress that the former vice president has already been focused on unifying the party and wooing progressives ever since building a nearly insurmountable lead in the nomination race following a string of primary victories in March.

For example, Biden addressed Sanders supporters directly after his primary victories in Florida and Illinois on March 17.

"Let me say, especially to the young voters who have been inspired by Sen. Sanders: I hear you. I
And Biden campaign officials stress that senior advisers have been engaging with progressive groups for a few weeks in the hopes of identifying common ground.

The former vice president faces the challenge of unifying the party, with strategists calling on him to make some concessions but without going too far to the left and undermining his centrist platform. "As we engage with these progressive leaders and these groups, including climate justice groups, we are continuously evaluating and considering additional policies that can build upon the ones Vice President Biden has already introduced," said campaign spokesman Matt Hill.

At the end, some environmental advocates have said they will inevitably rally around Biden now that he’s the nominee, despite the immediate disappointment from Sanders’s exit.

“We will now focus our attention on working with Joe Biden’s campaign to ensure the Democratic Party Platform this summer includes bold solutions to address the climate crisis,” said a statement from Sanders surrogate Michelle Regalado Deatrick, who chairs the Democratic National Committee Environment and Climate Crisis Council.

**Source G:** The Environmental Justice Movement, NRDC, March 17, 2016 Renee Skelton Vernice Miller [https://www.nrdc.org/stories/environmental-justice-movement](https://www.nrdc.org/stories/environmental-justice-movement)

Protestors block the delivery of toxic PCB waste to a landfill in Afton, North Carolina, 1982.

Ricky Stilley

Championed primarily by African-Americans, Latinos, Asians and Pacific Islanders and Native Americans, the environmental justice movement addresses a statistical fact: people who live, work and play in America’s most polluted environments are commonly people of color and the poor. Environmental justice advocates have shown that this is no accident.

Communities of color, which are often poor, are routinely targeted to host facilities that have negative environmental impacts -- say, a landfill, dirty industrial plant or truck depot. The statistics provide clear evidence of what the movement rightly calls "environmental racism." Communities of color have been battling this injustice for decades.

A Movement Sparks

Poor, rural and overwhelmingly black, Warren County, North Carolina, might seem an unlikely spot for the birth of a political movement. But when the state government decided that the county would
make a perfect home for 6,000 truckloads of soil laced with toxic PCBs, the county became the focus of national attention.

The dump trucks first rolled into Warren County in mid-September, 1982, headed for a newly constructed hazardous waste landfill in the small community of Afton. But many frustrated residents and their allies, furious that state officials had dismissed concerns over PCBs leaching into drinking water supplies, met the trucks. And they stopped them, lying down on roads leading into the landfill. Six weeks of marches and nonviolent street protests followed, and more than 500 people were arrested -- the first arrests in U.S. history over the siting of a landfill.

The people of Warren County ultimately lost the battle; the toxic waste was eventually deposited in that landfill. But their story -- one of ordinary people driven to desperate measures to protect their homes from a toxic assault -- drew national media attention and fired the imagination of people across the country who had lived through similar injustice. The street protests and legal challenges mounted by the people of Warren County to fight the landfill are considered by many to be the first major milestone in the national movement for environmental justice.

Other communities of color had organized to oppose environmental threats before Warren County. In the early 1960s, Latino farm workers organized by Cesar Chavez fought for workplace rights, including protection from harmful pesticides in the farm fields of California's San Joaquin valley. In 1967, African-American students took to the streets of Houston to oppose a city garbage dump in their community that had claimed the lives of two children. In 1968, residents of West Harlem, in New York City, fought unsuccessfully against the siting of a sewage treatment plant in their community. But the Warren County protests marked the first instance of an environmental protest by people of color that garnered widespread national attention.


CHICAGO — Hundreds of students and other activists marched through Chicago Friday as part of the latest Illinois Youth Climate Strike protest.

The march began in Chicago’s Millennium Park with a die-in at the iconic Bean sculpture, formally known as “Cloud Gate,” before proceeding on to a rally at Federal Plaza.

“I’m not here just to miss a day of classes or to avoid a math quiz,” said Zara Linneman, an eighth-grader at Whitney Young Magnet High School in Chicago. “I stand up today because I’m frustrated by the inaction of our leaders and politicians in the face of the climate crisis.”

“I STAND UP TODAY BECAUSE I’M FRUSTRATED BY THE INACTION OF OUR LEADERS AND POLITICIANS IN THE FACE OF THE CLIMATE CRISIS.”

“That’s why we’re all here today,” said Ella Barry, a student at Benet Academy in Lisle, “to tell our politicians that we are done with them putting their own political agenda above the future and
Barry renewed the group’s call for a climate emergency to be declared, as well as support for the Clean Energy Jobs Act in Illinois and the Green New Deal nationally.

Josh Simpson, of the Social Justice Institute and the Chicago grassroots group GoodKids MadCity, called for manufacturers to be held accountable for their pollution and greenhouse-gas emissions, for additional government funding for renewable energy, and for more sustainable energy, as well as the Green New Deal.

Linneman chided critics who’ve labeled youth climate protesters inspired by Swedish teen activist Greta Thunberg as “paid crisis actors,” adding, “The science is clear and the warnings are even clearer. We have 10 years left before some of the worst effects of the climate crisis become irreversible.”

Numerous studies have suggested that the world has only until 2030, if then, to avoid a “point of no return” on climate change, which has caused coastal flooding and increasingly intense weather disasters from droughts and hurricanes to floods and blizzards globally. The Illinois Youth Climate Strike protesters staged an 11-minute die-in at the Bean to symbolize the 11 years left to act as 2019 comes to an end.

Barry said there were 19 million climate refugees around the world in 2018, and projections are that number could grow to 250 million climate refugees by 2050.

“We’ve got to organize, strike, and vote like never before,” said Miranda Green, a Northeastern Illinois University student and member of Sunrise Movement Chicago. “We want the future that we feel deep down is possible,” she added. “Solidarity is critical in this. We do not win until we all win.”

Illinois Youth Climate Strike marched through Chicago in September, and the next month staged a die-in at Daley Plaza.

On Friday, the League of Women Voters of Illinois registered those able to vote in next year’s election as part of the protest.

Linneman called for Chicago Mayor Lori Lightfoot to declare a climate emergency. Earlier this week, the University of Illinois joined more than 200 colleges worldwide in signing a letter declaring a climate emergency, delivered to the ongoing United Nations climate conference in Madrid.

Many speakers at the rally at Federal Plaza emphasized their youth and how they were trying to
preserve ways of life, foremost among them clean air and water, that previous generations have taken for granted.

Green said, “Life and the beautiful struggle of living is everything we’re fighting for.”

Illinois Youth Climate Strike has set its next protest for March 13, the Friday before the Illinois primary.

Source I: Excerpt of Lightfoot Calls Off Demolition At Little Village Hilco Site After Protesters Show Up At Her House, MAY 14, 2020, Mauricio Peña, https://blockclubchicago.org/2020/05/14/lightfoot-calls-off-emergency-work-at-little-village-hilco-site-after-protesters-show-up-at-her-house/?mc_cid=4dc93aeec3&mc_eid=e357e85637

LOGAN SQUARE — Faced with protests at her doorstep and opposition from aldermen, Mayor Lori Lightfoot called off an emergency demolition at the old Crawford coal plant in Little Village Thursday.

Protesters chanted outside Lightfoot’s house and outside the Little Village site Thursday night after city officials quietly gave a contractor permission to do more work at the site just weeks after a botched explosion covered the mostly-Latino neighborhood in dust during a respiratory pandemic.

Just an hour after the protests, the mayor tweeted the new demolition work would be stopped.

The Chicago Department of Buildings has been on-site continuously since April 11, 2020. The building inspectors have determined that the small building poses a public safety hazard because the building is structurally unsound and must be dismantled.

In order to allow additional time to continue discussions with the community about the structurally dangerous condition of that small building, the City has ordered that for now, the demolition will not move forward over the next several days.

The April 11 implosion caused citywide outrage, especially as Chicago’s Latino community battles high rates of coronavirus. As of Friday morning, the 60623 ZIP code, which includes Little Village, has had 2,325 confirmed cases of COVID-19, according to the Illinois Department of Public Health.

At the time, Lightfoot slammed the site’s owner, Hilco Redevelopment Partners, and vowed to stop work at the site indefinitely.

Earlier Thursday, city officials said building inspectors determined the small building must be
dismantled because it posed “imminent and dangerous” concerns because it is structurally unsound.

Later, Lightfoot said the demolition will not move forward over the next several days.

Work did start at the site Thursday with no notice to neighbors. Residents and elected officials representing Little Village were furious that, once again, neighbors weren’t notified by the city or the developer.

Hilco’s plan to build a one million-square warehouse at the former Crawford Coal Plant, 3501 S. Pulaski Road, has been criticized by environmental activists and residents for years. The area already faced high levels of air pollution due to the century-old coal plant, and the new warehouse will bring fleets of diesel trucks into the community.

At a protest outside the old Crawford Coal Plant Thursday night, State Rep. Celina Villanueva said she was fed up. Villanueva, who lives in Little Village, said the only reason she knew about the latest work is because she is an elected official. Her parents would have had no idea if she hadn’t told them, she said.

“We’re done with this,” she told a group of Little Village protesters and fellow elected officials. “We’re done with Hilco. This is a situation that shouldn’t be happening tomorrow, it shouldn’t have happened a month ago. We shouldn’t be out here protesting this. Nobody from Hilco is talking to our community and we’re tired of it.”

Ald. Byron Sigcho-Lopez (25th), who represents neighboring Pilsen, joined about 20 activists in face masks to protest of the demolition outside Lightfoot’s Logan Square home Thursday night. Pointing to active investigations from Chicago’s inspector general and Illinois Attorney General Kwame Raoul, Sigcho-Lopez slammed Lightfoot for giving the developer the green light to continue demolition.

“There is no respect for human life — no respect for human life. There is no respect for our community,” he said. “We are not invisible.”...