World Studies 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 project packets are available for the following courses:

- English 1
- Algebra
- Biology
- US History
- English 2
- Geometry
- Chemistry
- World Studies
- English 3
- Algebra 2
- Physics
- Civics
- English 4

High School World Studies Project:
Advocating for Change: Green Space & Human Rights

<table>
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<tr>
<th>Estimated Time</th>
<th>2 Weeks</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.2.9-12**: Explain how supporting questions contribute to an inquiry.
- **SS.IS.3.9-12**: Develop new supporting and essential questions through investigations, collaboration, and using diverse sources.
- **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.

**Caregiver Support Option**

Caregivers should be open to providing time and space to engage in this activity, as well as make themselves available for questions from the student throughout the activities.
### Materials Needed
This packet, a notebook, and writing utensils

### Question to Explore
Why is access to green space important, and how can individuals and Governments work towards providing better access to green space?

<table>
<thead>
<tr>
<th>Student Directions</th>
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<tbody>
<tr>
<td>Hi there. Please read through the packet in order and follow the directions that appear. By the end of this activity, you will engage in ONE way individuals can advocate for positive change by writing a speech asking for a change in the world that could really benefit all people.</td>
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When something goes wrong anywhere in the world, groups of people can decide to work together to make things better (as was the case during the 2004 Indian Ocean Tsunami) or split themselves apart and do things that are unfair and unjust (as in the internment of Japanese Americans during World War II). This exploration looks at what individuals can do when faced with a problem so that groups can be mobilized to take action.

### Activity 1: Unpacking the Question to Explore

Please respond to each of the following prompts on a loose leaf sheet of paper, in your journal, or on Google Docs. You will use these initial reflections as a foundation for your investigation, and may refine how you reflect on the Question to Explore as you complete the activities.

1. **Step #1:** With your best thinking, answer the Question to Explore “Why is access to green space important, and how can individuals and Governments work towards providing better access to green space?” (Make sure to try and define what green space means in your own words)

2. **Step #2:** Read the definition of green space below. How does this definition affirm or add to your definition of green space?
   - a. Green space: An area of grass, trees, or other vegetation set apart for recreational or aesthetic (Beauty) purposes in an otherwise urban environment
   - Source: Oxford Dictionary

3. **Step #3:** Read the Universal Declaration of Human Rights (UDHR) then answer the questions that follow.
Source A: The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages.

<table>
<thead>
<tr>
<th>We Are All Born Free &amp; Equal. (1)</th>
<th>The Right to Life. (3)</th>
<th>No Unfair Detainment. (9)</th>
<th>The Right to Privacy. (12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.</td>
<td>We all have the right to life, and to live in freedom and safety.</td>
<td>Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.</td>
<td>Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.</td>
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<td>We all have the right to go where we want in our own country and to travel as we wish.</td>
<td>Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.</td>
<td>We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.</td>
<td>We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.</td>
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<td>Workers’ Rights. (23)</td>
<td>Food and Shelter for All. (25)</td>
<td>The Right to Education. (26)</td>
<td>A Fair and Free World. (28)</td>
</tr>
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<td>Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.</td>
<td>We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.</td>
<td>Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.</td>
<td>There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.</td>
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Source B: It’s time we all recognise the human right to a healthy environment  BY PROFESSOR JOHN H. KNOX, UN SPECIAL RAPPORTEUR ON HUMAN RIGHTS AND THE ENVIRONMENT JUNE 5, 2018
The head of United Nations Environment, Mr Erik Solheim, and the Special Advocate on human rights and the environment, Mr John Knox, issued a statement urging the United Nations to recognise the human right to a healthy environment.

“We believe that the historic moment has arrived for the United Nations to recognise the human right to a healthy environment at the global level.

The interdependence between human rights and the environment has become undeniable. A healthy environment is necessary for the full enjoyment of human rights, including the rights to life, health, food, water and development. At the same time, the exercise of human rights such as information, participation, remedy, and freedom of expression and association, is critical for the protection of a healthy environment...

Recognising the human right to a healthy and sustainable environment would not solve all environmental problems. But it would make clear that a healthy environment is on the same level of importance as other human rights and that, like other rights, it must be fulfilled in order for all people to enjoy lives of dignity, equality and freedom.

A. Review Source A, which UDHR do you think is most relevant/related to the issue of fair access to green space? Why?

B. Does Source A support or oppose the claim made by the author of Source B? [Cite evidence]

C. Look at the images below. Which image best represents what the author of Source B and the creators of Source A would argue about a person’s access to green space? Why?
Activity 2: Analyzing multiple sources to address the Question to Explore
You are going to look through 4 Documents to gather evidence about access to green space as a major issue around the world. Then you will use that evidence to make a speech to convince governments around the world (including the US government) to better protect and provide this human right. (see next page)
Doc A. Green Space is Good for Mental Health
Story by Laura Rocchio, Landsat Science Outreach Team, with Mike Carlowicz.
https://earthobservatory.nasa.gov/images/145305/green-space-is-good-for-mental-health

In a sweeping nationwide study, researchers from Denmark’s University of Aarhus found that childhood exposure to green space—parks, forests, rural lands, etc.—reduces the risk for developing [a variety] of psychiatric disorders during adolescence and adulthood. The study could have far-reaching implications for healthy city design, making green space-focused urban planning an early intervention tool for reducing mental health problems.

Using data from the Landsat satellite archive and the Danish Civil Registration System, researchers tracked the residential green space around nearly a million Danes and correlated that with their mental health outcomes. The scientists found that citizens who grew up with the least green space nearby had as much as a 55 percent increased risk of developing psychiatric disorders such as depression, anxiety, and substance abuse in later years...

The impact of green space throughout childhood is significant. Only socioeconomic status was a slightly stronger indicator. Researchers are still working out exactly why green space is so beneficial, but it clearly provides health benefits across the population. It can encourage exercise, provide spaces for socializing, decrease noise and air pollution, and improve immune function by providing exposure to beneficial [germs]. It also can help with psychological restoration; that is, green space provides a respite for over-stimulated minds.

Green space most strongly protects against mood disorders, depression, neurotic behavior, and stress-related issues, the study found, signaling that psychological restoration may be the strongest protective mechanism that green space offers. The effect of green space is also dose-dependent, meaning those who have longer exposures to green space have greater mental health benefits.

Previous research had already established that city living can increase the risk for some psychiatric disorders. With more than half of the world’s population now residing in cities—and that number is growing—health professionals are looking for ways to reduce the risk of psychiatric disorders that city living can cause.

1. What country was this research done?
2. What did the research find out?
3. According to the article, why is access to green space important?
4. According to the article, how can individuals and Governments work towards providing better access to green space?
Characterised long ago as the “lungs of the city”, parks and other forms of green space are rapidly entering the policymakers tool kit as a lever for potentially enhancing health and narrowing health differences [based on how much money a person has]. Studies report people have greater levels of engagement in physical activity among residents of greener neighbourhoods. This is good news for people who live near parks, but less helpful for those in communities with poor access to green space. Since neighbourhoods containing greenery are often highly desirable and more costly to buy into, people on low incomes cannot afford to live there, creating inequality. They also already shoulder the vast burden of preventable lifestyle-related health conditions. People on low incomes have the most to gain from green spaces, yet may have the poorest access through a lack of purchasing power. Do low income neighbourhoods have less green space?

Results from our study indicate, for the first time, that a negative relationship between green space availability and neighbourhood socioeconomic circumstance exists within Australia’s most populous cities. What that means is that the more poor people in an area, the less green space is available for residents to use.

1. What country was this research done?
2. What did the research find was the relationship between the number of poor people in a city and the amount of green space in that city? [Cite evidence from the text or graph]
3. Using the findings of Doc A, what can be another effect on people of low-income households because they do not have access to green space? How can research in Denmark help people in Australia?
4. According to the article, why is access to green space important?
5. According to the article, how can individuals and Governments work towards providing better access to green space?
Recently, Alê Roque walked among a group of trees that she helped plant last year in the Brazilian city of Rio de Janeiro.

The small piece of land is near Providencia. It is Rio de Janeiro’s first poor neighborhood, known in Brazil as a favela. There, homes lie close to one another. Bullet holes suggest the presence of violence.

The green area is a kind of garden. It is one of many places where trees are making the city of Rio greener. In addition to providing free food to residents, the small piece of land provides something else. It is cooler in the shade — something rare in this part of the city, far from the sea breeze of Copacabana and Ipanema.

Around 80 neighborhoods have less than 1 percent tree cover. Most are in the industrial North Zone. Without shade, these so-called “heat islands” make summer even hotter.

In the Providencia neighborhood, Alê Roque irrigates her plants and teaches young people how to compost.

Roque argues that if children spend their days surrounded only by alleys, bullets, and trash, they will struggle to do good in the world. They need places to play and pick flowers, she said. “How are you going to teach kids about Mother Nature if they don't have contact with it?” said Roque. “This could be happening in places all over the world, in other favelas, other little areas.”

Why does Roque work so hard in the heat? “I want to make the world green!” she said and laughs, then collects herself. “It’s because someone has to do it, truthfully that’s it. Someone has to do it.”

Luis Cassiano shows his green roof at his home in Arara Park favela, Rio de Janeiro, Brazil. “I think people will, one day, really wind up joining. We’ll need it. Just look at the heat of all those roofs...
together!" (AP Photo/Renato Spyrro)

1. What country is this story from?
2. Write a paragraph as a person who lives in a room in the favela of the picture? How much green space would you have access to? What are the consequences of that?
3. According to the article, why is access to green space important?
4. According to the article, how can individuals and Governments work towards providing better access to green space?


Thanks to its lush, accessible lakefront, Chicago has the best front yard of any major city in the nation. But its backyard is marred by crowded stretches bereft of (lacking) open space that don't get the attention they need.

Chicago falls far short of providing the parks and natural areas to support its population of 2.7 million. It falls short in acreage per resident, one of the most common measures. But the problem is particularly acute in some neighborhoods because park distribution is uneven. Growing neighborhoods such as Brighton Park to the south of the Stevenson Expressway run for blocks with barely a blade of grass in sight.

Progress doesn't have to cost the city a fortune. Consider the Bloomingdale Trail, a long-delayed project to turn a dormant rail line into a bike-friendly public park running through Logan Square, Humboldt Park, Wicker Park and Bucktown—neighborhoods where open space commands a premium. City officials promoting the plan believe they have secured millions in federal funding aimed at reducing urban pollution and traffic congestion. A vote Wednesday before the Chicago Metropolitan Agency for Planning could clear the way for the project to get rolling. [Note: The trail was completed in 2015 and is now known as "The 606".]

The city has made substantial strides in recent years. Chicago added more than 1,300 acres of open space from 1998 to 2010, bringing the total to roughly 12,000. Some parts of the city boast a surplus. Other neighborhoods once considered "park poor," such as Englewood, have become less so — at least by the acreage per resident measure — as a result of depopulation.

The greatest shortages are concentrated in three main "park deserts:" northwest along the Chicago River, southwest along the Stevenson, and south from the junction of the Chicago Skyway and Interstate 94 through the Far South Side. The Far South Side, for instance, has plenty of vacant space but too few parks.

Chicago is justifiably proud of its great parks, its grand boulevards and its tradition of urban planning. The city can use an open space upgrade. Parks aren't some frill. They promote public
health and fitness. They help the environment. They support the social connections that build community. They are among the top priorities that people consider when deciding where to live and work. It's fair to say that Chicago's neighborhood quality of life and economic future depend on improvement in this area.

Activity 3: Communicating Conclusions
Step #1: Let's summarize what we've learned into a graphic organizer to make it easier to use. Create a chart on a loose leaf sheet of paper, in your journal, or on Google Docs. Make sure to include information from each Doc below. You'll use it later.

According to the sources (Doc A- Doc
### D) what are the problems related to limited access to green space?

According to the sources (Doc A- Doc D) what are the benefits for making green space more available?

According to the sources (Doc A- Doc D) what solutions can individuals or governments put in place to provide more access to green space for all people?

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**Step #2:** You are going to write an advocacy speech on the topic of Access to Green Space as a Human Right. Based on what you’ve read and using your summary above, identify the best ways that Governments can work to improve people’s access to green space. Below is an outline for how you can structure your advocacy speech.

Here’s how it can be structured:

**CRAFTING AN EFFECTIVE ADVOCACY MESSAGE**


Follow these 6 steps to create a concise, strong advocacy message for any audience.

1. **Open with a statement that engages your audience (the governments of the world)**
   - Make a statement that gets your audience’s attention right away, perhaps using a dramatic fact. This is your lead-in and should be only a sentence or two.

2. **Present the problem**
   - Describe the problem of limited access to green space, who it affects, its impact

3. **Provide facts, data about the problem**
   - Data is important to demonstrate that a problem exists and to support your position. Look for Facts that are relevant to your audience.

4. **Share a story or give an example of the problem**
   - An example or story puts a human face on the issue and makes it real and more compelling.
   - You can use the examples from the Documents or the experiences/perspectives of the people you interviewed.

5. **Connect the issue to the audience’s values, concerns or self-interest**
   - Show your audience how this interest fits with what they care about, want or need. Make sure to connect the issue of green space to human rights that we all share.

6. **Make your request (the “ask”)**
   - Clearly state what you want the governments of the world to do to provide more access to green space.
The speech you write should last between two and four minutes. Make sure to keep it short as government leaders do not have a lot of time. Feel free to record your speech or present it to your family. They will be proud to see you advocating for a positive change around the world.

Activity 4: Reflection
Look back at your answer for Activity 1, Step #1 - How has your understanding of access to green space changed or been reinforced by this project?

Cross Content Connection:
1. **Fine Arts:** You can create a piece of art (visual or written) describing what it would be like to not have Green in your life. You can also create one describing what it is like to have access to Green on a regular basis.
2. **Science:** You can do research on how green spaces act as heat absorbers and the benefits of that, especially in cities.
3. **Social Science:** Create a political cartoon or an editorial (instead of a speech) to get your message out there. Each form has its specific way of getting its point across.