



*By Shelley Brooks, Ph.D., Academic Coordinator*

Last week, as students protested gun violence and demanded that legislators act on **gun control**, we were reminded of the persuasive power of young people to call attention to a serious national issue. Horror in the wake of the Marjory Stoneman Douglas High School shooting has prompted students, parents, and other concerned citizens to pressure Florida legislators to address issues of school gun violence. Sadly, the shooting that left 17 students and teachers dead was far from the first time that schools were a place of gun violence. In fact, it was not even the first school shooting in 2018, and it stands as only the most recent in a long string of school massacres. Around the country, students and sympathetic parents and teachers argue that it is well past time for stricter gun control measures in hopes of preventing future deaths. Behind this student activism is concern and frustration that adults have not done enough to prevent gun violence in the United States, sometimes for what is perceived as political reasons. As members of a **demographic** in which not all are old enough to vote, students bring a distinct voice to the national debates regarding matters of safety, equality, immigration, health, the environment, and more.





Civil Rights protesters and Woolworth's Sit-In, Durham, NC, 10 February 1960. Source: State Archives of North Carolina.

### The Civil Rights Movement

Throughout our nation's history, young people have moved in many important ways to improve American democracy. One of the first major events of the modern Civil Rights Movement - the 1954 court case *Brown v. Board* - challenged racial segregation in schools. When the U.S. Supreme Court ruled against segregation, many brave African-American students enrolled in predominately white schools, sometimes meeting great resistance and anger from fellow students and their local community. Throughout the Civil Rights Movement, students played multiple critical roles - they practiced "sit-ins" to demand equal service in restaurants, worked to register African-American to vote, marched in protests, and created student organizations to highlight injustices and promote equal rights.

### Educational Reform

Beginning in the 1960s in California, young people mobilized to demand fair and equal education for all students. In some cases this included pushing for the creation of courses and textbooks that reflected the history and culture of the diverse student body. In 1968, 15,000 predominately Chicano students in East Los Angeles high schools led [a week-long protest](#) calling for a better and more culturally-relevant education. In the same year, San Francisco State students protested for five months to call attention to racial discrimination in the university, which compelled the administration to establish a College of Ethnic Studies.

### The Anti-War Movement

Frustration over inequality and race relations also shaped student protests against the Vietnam War. The United States began sending regular troops to the Southeast-Asian country of Vietnam in 1965, and before long it was clear that the U.S. military [relied disproportionately](#) on African-American soldiers for combat roles in Vietnam. Through "Stop the Draft" and other vocal protests, many young Americans publicly criticized the decisions made by their elected officials.



Chicano Student Movement Newspaper's One Year Anniversary Issue of the Los Angeles school walkout, 1969. Source: CSU Northridge Oviatt Library, Urban Archives Center



Anti-War Protestors at Dept. of Justice, 1971. Source: Library of Congress.

## The Environment

Youth civic engagement during the 1960s and '70s addressed civil rights and **foreign policy**; it also tackled matters related to the health and quality of the environment. Recent decades of economic growth created many new industries, highways, and suburban developments that all took a great toll on **natural resources and systems**. Alarming levels of air and water pollution led to concerns about the impacts on human health. In the spring of 1970, two thousand colleges and universities, ten thousand high schools and grade schools, and several thousand communities (more than twenty million Americans in all) participated in the first Earth Day. Participants worked to raise awareness and push for policy changes to monitor and regulate the nation's environmental quality and to protect against overdevelopment. Many students marched (and rode their bicycles) to state capitals and other government buildings where they held rallies to press for better policies. They also organized clean-ups in their communities, and participated in science-based lessons about pollution.



*Earth Day / Enact 1970. Source: University of Michigan School for Environment and Sustainability.*

Though the federal Environmental Protection Agency and related state agencies have been working for decades for a cleaner, healthier environment, air pollution continues to be a pressing problem for many young people, in particular. Because children's lungs and immune system are still developing, and because young people tend to spend significant periods of time outdoors exercising, this age group suffers the most from poor air. Asthma and other respiratory illnesses are much more common among children living in communities with poor air quality. It is this fact that drives community

activists to call for local change. In a South L.A. community, [a few young adults](#) have taken it upon themselves to inform their families and neighbors about the dangers of polluted air caused by the local oil refineries, nearby highways, and the industrial Port of Los Angeles. Not only do young people in this region of Los Angeles have high asthma rates, but they also contend with childhood cancers related to the toxins in the local environment. Civic engagement in this realm is its own form of civil rights. The environmental justice movement demands a fair distribution of the environmental hazards related to industrial pollution, automobile exhaust, and other unhealthy byproducts of our modern society. Too often, these hazards are concentrated in poorer neighborhoods.



*Survival Faire to increase environmental awareness, 1970. Source: San Jose State University Library Special Collections and Archive.*

A community-level approach is key to addressing many problems related to the environment, but some young people are thinking about how to affect change at a larger scale. Recently, a group of 21 youth, ranging in ages from 10-21 years old, filed a [lawsuit against the federal government](#) to press for progress on addressing climate change. The lawsuit argues that the federal government violates this generation's constitutional rights by choosing not to set policies to protect the Earth from the negative impacts of **climate change**. As one student – Journey, a Sioux Indian – explained: *"I am suing the Federal Government because it's the right thing to do. Our future survival depends on our leaders taking dramatic action on climate change NOW, for the sake of future generations and all life on Earth."*





Protests against the death of Michael Brown, Ferguson, MO, 2014. Source: Jamelle Bouie, Flickr

### **Recent Student Movements**

In addition to recent student activism concerning environmental justice and gun control, students in the past few years have continued to express their views in ways similar to and different from the past. In one clear departure, students utilize the tools of social media to share ideas, galvanize support, and organize activities related to ongoing and new concerns. The 2008 financial crisis led many youth to protest the ways in which wealth is distributed in the U.S., and they did so by occupying the financial centers of Wall Street. In protest against the police beatings and shootings of people of color, students have fueled the Black Lives Matter movement. And in support of all students to express their gender identity in a way that's true to themselves, many students across the country have been involved in "bathroom bill" kinds of activism. The #MeToo movement, and protests against the construction of oil pipelines through indigenous lands, have also captured the attention and commitment of students seeking rights, protection, and justice in new ways.

Young people have a uniquely powerful voice, in part because civic engagement from this group exists largely apart from **partisan** voting stances. When students demand adherence to the nation's democratic principles, it can serve as a wake-up call for legislators and adults across the country. Young people know that they will soon inherit responsibility for the good and the bad in American society, and therefore have a strong incentive to create positive change as soon as possible.



Occupy Wall Street Protest, 2011. Source: Aaron Bauer, Flickr

## Primary Source Analysis

Each of the following pages includes an artifact of student activism, either from today or the past. For each artifact, first take note of who created the artifact and their goals, the audience for the source, and the methods used by the student activists. Once you have completed your analysis of each source, compare them to each other in order to answer the following questions in your group:

- 1) What similarities and differences can you identify between the sources?
- 2) What methods do students use to make change?
- 3) Which methods are particularly effective, and why?



Name of source	Date source created	What group or person created the artifact?	What were the goals of this group? What were they trying to achieve?	What methods did this group employ to make change?

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## Source #1: SNCC Statement to the Democratic National Convention (1960)

The Student-Nonviolent Coordinating Committee (SNCC) formed in 1960 to push for equal rights for African Americans. Certainly not the first civil rights organization, SNCC is unique because of its specific focus on involving young people as organizers and leaders. The organization was formed in the context of the Greensboro, North Carolina Woolworth's Lunch-Counter Sit-ins, which began when four African-American students were refused service at the restaurant. Over the next few days and then weeks, hundreds and then thousands of students showed up with signs, slogans, and marches to protest Woolworth's policies. The strategies and sites of activism in the Woolworth's protests created a new kind of focus and commitment for students to become involved in the movement for equality.

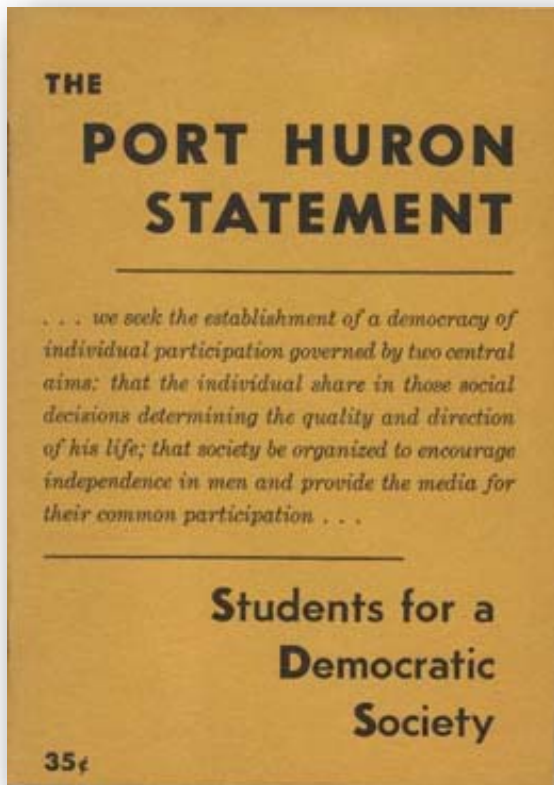
As citizens we are interested in the total civil rights issue; but as students, we have special interest in four (4) considerations. They are:

- I. Education that the legislative and executive branches of government act firmly and immediately to implement the 1954 Supreme Court decision against segregated public schools.
- II. Employment that the Federal government set the pace for equal job opportunities by using the existing statutes and executive orders to see that Negroes are hired without discrimination on federal jobs, and jobs where federal contracts are held.
- III. Voting the unhampered exercise of the franchise for all citizens.
- IV. Legal Protection against violation of the constitutional rights of freedom of assembly and freedom to petition peaceably for redress of grievances.

Source: *Veterans of the Southern Freedom Movement (1951-68)*

## Source #2: The Port Huron Statement (1962)

In the summer of 1962, college students in Michigan spent the summer brainstorming questions like: why do we live in the richest country on earth, yet our nation's wealth is not being used to uplift people suffering at home or abroad. That summer, this group of students produced the Port Huron Statement and founded the Students for a Democratic Society, a group that would go on to form the basis of the New Left in the 1960s and 1970s. The New Left became a broader way for students to pledge their support for free speech, civil rights, and the anti-war movement through the political process. Thus, the Port Huron Statement provided the ideological and strategic guidance for a generation of student activism.



*We are people of this generation, bred in at least modest comfort, housed now in universities, looking uncomfortably to the world we inherit.*

*When we were kids the United States was the wealthiest and strongest country in the world...*

*As we grew, however, our comfort was penetrated by events too troubling to dismiss...*

*...we began to see complicated and disturbing paradoxes in our surrounding America. The declaration "all men are created equal..." rang hollow before the facts of Negro life in the South and the big cities of the North. The proclaimed peaceful intentions of the United States contradicted its economic and military investments in the Cold War status quo...[nuclear bombs]*

*In the last few years, thousands of American students demonstrated that they at least felt the urgency of the times. They moved actively and directly against racial injustices, the threat of war, violations of individual rights of conscience, and, less frequently, against economic manipulation...*

*The significance of these scattered movements lies not in their success or failure in gaining objectives--at least, not yet...The significance is in the fact that students are breaking the crust of apathy...*

Source: *The Sixties Project, University of Virginia*



### Source #3: El Plan de Aztlan (1969)

In 1969, The First Chicano National Conference convened in Denver, Colorado and produced "El Plan de Aztlan." Chicano student activists produced this call for political action by naming the United States as a colonizing power that had restricted their freedom for hundreds of years. Created in the context of the student anti-war movement, the free speech movement, and a radicalizing civil rights movement, the students that attended this conference and produced this plan pushed for equality through a kind of cultural self-promotion and positive self-identity. The "brutal 'gringo' invasion of our territories," discussed in this document refers to an emphasis on "ancestral communalism" that student activists addressed in order to re-discover Chicano heritage and empower the communities.



#### El Plan de Aztlan

In the spirit of a new people that is conscious not only of its proud historical heritage but also of the brutal "gringo" invasion of our territories, we, the Chicano inhabitants and civilizers of the norther land of Aztlan from when came our forefathers...declare that the call of our blood is our power, our responsibility, and our inevitable destiny.

Organizational Goals:

1. UNITY in the thinking of our people concerning the barrios, the pueblo, the campo, the land, the poor, the middle class, the professional—all committed to the liberation of La Raza
2. ECONOMY: economic control of our lives and our communities...
3. EDUCATION must be relative to our people, i.e., history, culture, bilingual education, contributions, etc.
4. INSTITUTIONS shall serve our people by providing the service necessary for a full life and their welfare on the basis of restitution...for past economic slavery, political exploitation, ethnic and cultural psychological destruction and denial of civil and human rights...
5. SELF-DEFENSE of the community...
6. CULTURAL values of our people strengthen our identity and the moral backbone of the movement...
7. POLITICAL LIBERATION can only come through independent action on our part...

Source: "Takin' it to the streets": A Sixties Reader

## Source #4: The First Earth Day Videos, 1970

The first Earth Day addressed the fact that the nation's economic prosperity had taken a visible toll on the environment. Polluted air and water, liberal applications of pesticides, a proliferation of plastic products, and a loss of open space all motivated people to begin to pay better attention to the natural resources and ecosystems that supported people and industries. A devastating oil spill in California in 1969 helped galvanize support for a march to protect the Earth. The first Earth Day activities were modelled on the "teach-ins" of the anti-Vietnam war movement.

Watch some of the video clip from Walter Cronkite's reporting on the 1970 Earth Day event, and consider in what ways students contributed.

To watch the videos, visit: <https://www.earthday.org/about/the-history-of-earth-day/>

**Earth Day 1970 CBS News with Walter Cronkite (Full)**  
EarthWeek 1970 - 5 / 15

- 1 **Earth Day 1970 Part 1: Intro (CBS News with Walter Cronkite)**  
EarthWeek 1970  
3:22
- 2 **Earth Day 1970 Part 2: Gaylord Nelson's Speech (CBS News with Walter Cronkite)**  
EarthWeek 1970  
1:30
- 3 **Earth Day 1970 Part 3: Washington D.C. (CBS News with Walter Cronkite)**  
EarthWeek 1970  
3:04
- 4 **Earth Day 1970 Part 4: Albion, Michigan (CBS News with Walter Cronkite)**  
EarthWeek 1970  
3:21
- 5 **Earth Day 1970 Part 5: Council Bluffs, Iowa (CBS News with Walter Cronkite)**  
EarthWeek 1970  
3:04
- 6 **Earth Day 1970 Part 6: Boston, NYC, Chicago, LA (CBS News with Walter Cronkite)**  
EarthWeek 1970  
6:01
- 7 **Earth Day 1970 Part 7: G.E. and Minneapolis (CBS News with Walter Cronkite)**  
EarthWeek 1970  
2:18
- 8 **Earth Day 1970 Part 8: Albuquerque (CBS News with Walter Cronkite)**  
EarthWeek 1970  
2:15
- 9 **Earth Day 1970 Part 9: Interlude (CBS News Special Report with Walter Cronkite)**  
EarthWeek 1970  
0:35
- 10 **Earth Day 1970 Part 10: Earth Week 1of3 Philadelphia (CBS News with Walter Cronkite)**  
EarthWeek 1970  
9:05
- 11 **Earth Day 1970 Part 10: Earth Week 2of3 Philadelphia (CBS News with Walter Cronkite)**  
EarthWeek 1970  
5:25
- 12 **Earth Day 1970 Part 10: Earth Week 3of3 Philadelphia (CBS News with Walter Cronkite)**  
EarthWeek 1970  
4:55
- 13 **Earth Day 1970 Part 11: White House Reaction (CBS News with Walter Cronkite)**  
EarthWeek 1970  
5:31
- 14 **Earth Day 1970 Part 12: Science (CBS News with Walter Cronkite)**  
EarthWeek 1970  
2:55
- 15 **Earth Day 1970 Part 13: Conclusion (CBS News with Walter Cronkite)**  
EarthWeek 1970  
2:40

Source: *Earth Day Network.*



## Source #5: Children's Trust Press Release

Today, environmental advocates still push for a cleaner environment, and they also are taking on an environmental concern that is global in scale—climate change. Burning fossil fuels, which is the most common way to fuel automobiles and create electricity, warms the planet. This warming helps produce some of the changes in the Earth's climate, such as melting ice and snow, which makes oceans rise higher. Ocean rise threatens island nations and coastal property. Other changes, such as hotter or wetter conditions, affect agriculture and food production. All of these changes have widespread and long-term implications for all life on Earth. In 2015, nearly every nation signed an international agreement to reduce greenhouse gas emissions (which result from burning fossil fuels) in an effort to minimize the impact of climate change. Once in office, President Trump withdrew the United States from the agreement.

Below is a press release from Our Children's Trust, an organization committed to engaging youth in a legal mission to address concerns about climate change. The lawsuit referenced below is one way that youth are pressing for their rights to a healthy environment through the court system.



**For Immediate Release:**  
August 12, 2015

### **America's Youth File Landmark Climate Lawsuit Against U.S. Government and President**

Eugene, OR – Today, on International Youth Day, 21 young people from across the United States filed a landmark constitutional climate change lawsuit against the federal government in the U.S. District Court for the District of Oregon. Also acting as a Plaintiff is world-renown climate scientist Dr. James E. Hansen, serving as guardian for future generations and for his granddaughter, and Earth Guardians, representing young citizen beneficiaries of the public trust. The [Complaint](#) asserts that, in causing climate change, the federal government has violated the youngest generation's constitutional rights to life, liberty, property, and has failed to protect essential public trust resources.

The Complaint alleges the Federal Government is violating the youth's constitutional rights by promoting the development and use of fossil fuels. These young Plaintiffs are challenging the federal government's national fossil fuel programs, as well as the proposed Jordan Cove LNG export terminal in Coos Bay, OR. Plaintiffs seek to hold President Obama and various federal agencies responsible for continued fossil fuel exploitation. The Federal Government has known for decades that fossil fuels are destroying the climate system. No less important than in the Civil Rights cases, Plaintiffs seek a court order requiring the President to immediately implement a national plan to decrease atmospheric concentrations of carbon dioxide ("CO<sub>2</sub>") to a safe level: 350 ppm by the year 2100.

Source: *Our Children's Trust*

## Source #6: Video from MECHA Conferences in Arizona (2015)

Building on continuous efforts since the 1960s to address social and economic inequalities, Chicano youth today continue to push for advances in education, community engagement, and attention to and knowledge of their history and culture. Today's debate on immigration, and the status of undocumented immigrants who arrived as children, brings a new element into this student activism. Often, student engagement is at the community level, focused on concerns like air pollution and its effects on community health, pathways to higher education and economic security, a lack of public transportation and access to stores that carry fresh foods, among other issues. This video mentions issues at a state level—Arizona—that motivated Chicano youth from around the country (one-third of the population of Arizona identifies as Hispanic or Latino). In recent years, Arizona passed a law that allows police officers to demand proof of legal immigration status from those who look like they may be immigrants. A 2010 state law that banned ethnic studies in Arizona was recently declared unconstitutional.

Watch the video clip from the 2016 youth Mecha conference and consider what the students are hoping to accomplish through their involvement: [http://www.chicanxdeaztlan.org/p/national-conference\\_12.html](http://www.chicanxdeaztlan.org/p/national-conference_12.html)



Source: MECHA/Movimiento Estudiantil Chicanx de Aztlan



## Source #7: Social Media - Black Lives Matter (2018)

#BlackLivesMatter emerged as a social protest movement in 2014. As one of the founding members said: "The contemporary Black Lives movement moment that we are in right now wasn't founded by any individuals. It was founded by the lives of Trayvon Martin, by the lives of Mike Brown, by Rekia Boyd, and so many others. It really showed me you can't just play around with it. This is serious, this is systematic, and we have to fight it at all costs." In other words, the police killings of primarily young black men, the protests in Ferguson, Missouri, and the social media platforms of twitter, tumblr, and facebook, for example, engaged a new generation of youth in longer struggles over police brutality and segregation.

Home Moments Notifications Messages Search Twitter Tweet

**BLACK LIVES MATTER**

Tweets 17.3K Following 657 Followers 282K Likes 2,431 Follow

**Black Lives Matter** @Blklivesmatter

BLM is an affirmation & embrace of the resistance & resilience of Black people. Founded by @osopepatrisse @opalayo @aliciagarza press@blacklivesmatter.com

worldwide  
blacklivesmatter.com  
Joined July 2013

**Tweet to Black Lives Matter**

29 Followers you know

**Tweets Tweets & replies Media**

**Black Lives Matter** @Blklivesmatter · Feb 1  
We are excited for our 4th Annual Black Futures Month! We are dedicating this month to the memory of @es\_snipes and to ushering in Black Feminist Futures. We hope this space can be one of both reflection and imagination #BFM18

66 96 274

Show this thread

Black Lives Matter Retweeted

**Black Lives Matter** @BLMLansing · 50m  
"But what we know right now is if we can't stand up to the Donald Trumps and Theresa Mays of the world the fate..."

**Who to follow** · Refresh · View all

**Clea Simon** @Clea\_Simon  
Follow Promoted

**deray** @deray  
Follow

**patrisse cullors** @OsopeP...  
Follow

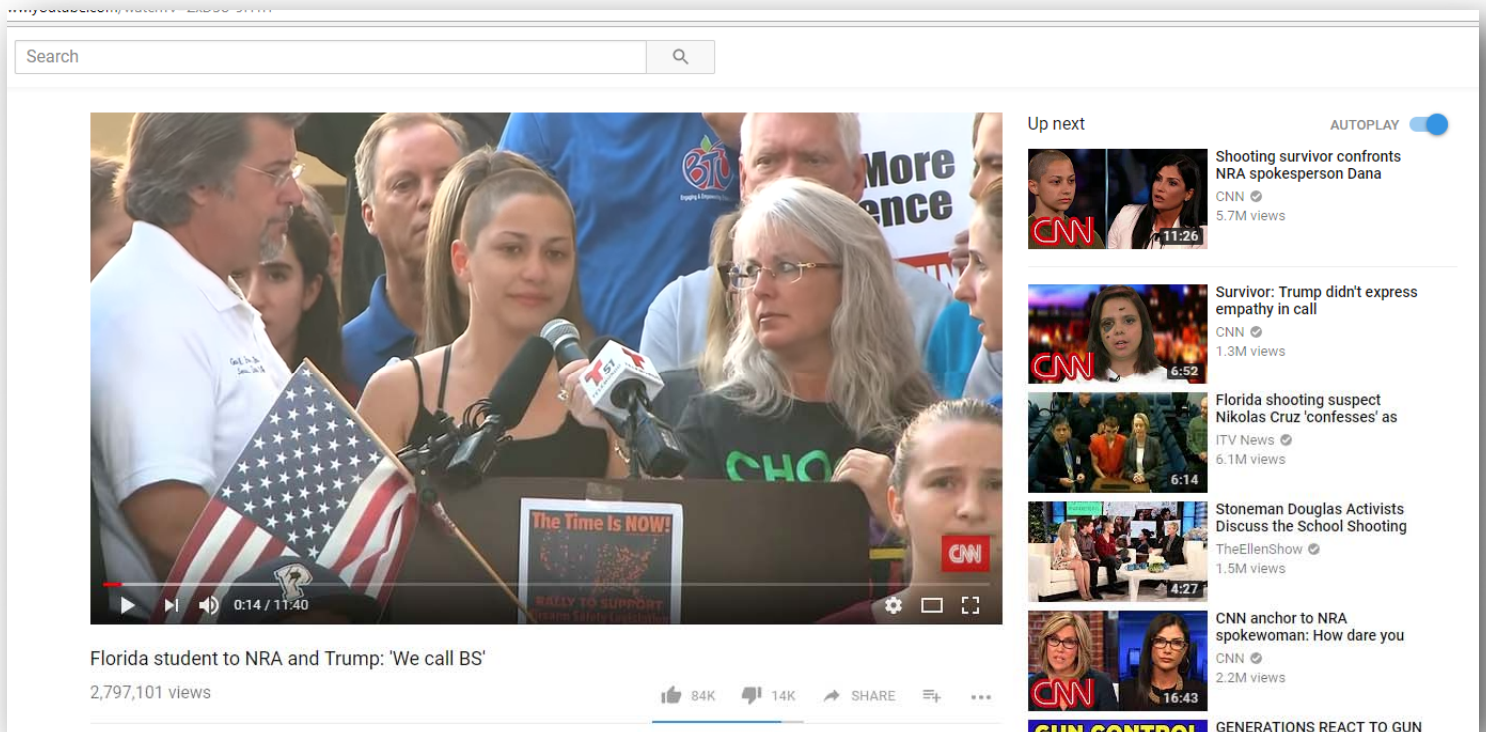
Find people you know

Source: Black Lives Matter Global Network / Twitter

## Source #8: Speech by Florida Student Emma Gonzalez following Parkland School Shooting (2018)

Since the 1999 Columbine High School shooting in Colorado, which took 13 lives, there have been serious conversations about how to prevent gun violence in schools. Advocates for stricter gun control, like high school student Emma Gonzalez, would like to see legislation that limits access to guns, especially such powerful weapons as semi-automatic guns. Some of these advocates point to the fact that the United States, more so than all other countries, suffers from gun violence. The second amendment, which protects citizens' right to bear arms, means that restricting access to guns requires a constitutional review. The National Rifle Association is a powerful organization that lobbies for the freedom to purchase and carry weapons, and donates many millions of dollars to legislators to encourage them to support this position.

Watch the video here: <https://www.youtube.com/watch?v=ZxD3o-9H1IY>



The screenshot shows a YouTube video player interface. The main video is titled "Florida student to NRA and Trump: 'We call BS'" and has 2,797,101 views. The video player shows a young woman, Emma Gonzalez, speaking at a podium with an American flag and a sign that says "The Time is NOW!". The video is at 0:14 / 11:40. To the right of the video player is a "Up next" section with several video thumbnails and titles, including "Shooting survivor confronts NRA spokesperson Dana", "Survivor: Trump didn't express empathy in call", "Florida shooting suspect Nikolas Cruz 'confesses' as", "Stoneman Douglas Activists Discuss the School Shooting", and "CNN anchor to NRA spokeswoman: How dare you".

Source: Recorded by CNN, posted on YouTube, Feb 17, 2018



# Know Your Constitutional Rights



## Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.



## Amendment II

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.



## Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.



## Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.



## Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.



## Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.



## Amendment XIV

Section. 1. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.



## Amendment XV

Section. 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.



## Amendment XIX

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. Congress shall have power to enforce this article by appropriate legislation.



## Amendment XXVI

Section. 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

## Word Bank

**Climate change** – changes in the Earth’s weather patterns, including long-term temperature changes

**Demographic** – a sector of a population, like youth ages 0-18

**Foreign policy** – the policies set by a government for its interactions with other nations

**Gun control** – laws that regulate how guns are sold and used, and who can use these weapons

**Natural resources** – resources provided by the Earth, like water, timber (wood), minerals

**Natural systems** – systems that occur in nature, such as the water cycle (precipitation, evaporation, condensation)

**Partisan** – strongly in favor of a particular political stance or opinion

## Timeline activity

*Ed Source* houses a timeline on student protest that covers many of the diverse topics of concern for young Americans from the 1950s to 2013.

Certain events, such as the Earth Day rallies in 1970 and beyond, or gun control activism since the 1999 Columbine school shooting, are not included in this timeline.

Such a list is always in need of updated information; **what would you add to this timeline list? And how would you explain the larger significance of your proposed additions?**

## Investigate environmental health in your community

The California Environmental Protection Agency houses an online mapping tool that tracks the levels and impact of pollution across the state, searchable by zip code.

To use this tool, visit: <https://oehha.ca.gov/calenviroscreen>

## Additional resources on student activism:

*The New York Times* and [KQED](#) have developed helpful teaching resources on student activism. These include a brief introduction to several student movements in the past, both in the United States and abroad. *The New York Times* piece also includes lesson suggestions.

## Education and the Environment Initiative (EEI) Connections <http://www.californiaeei.org/>

A program of CalRecycle’s Office of Education and the Environment, EEI lessons are designed to foster environmental literacy among California students. The EEI collection includes a variety of lessons that support learning on the topic of environmental degradation, government policy related to environmental quality, and civic engagement to protect the environment and its resources.

*To provide background on the environmental conditions causing concern today:*

10.3.1 & .5 – [Britain Solves a Problem and Creates the Industrial Revolution](#) – Lesson 3

10.3.3 – [Growth of Population, Cities, and Demands](#) – Lessons 3, 4, 5

*More direct connections:*

11.11.5 – [Many Voices, Many Visions: Analyzing Contemporary Environmental Issues](#) – Lessons 5, 6

11.8.6 – [Postwar Industries and the Emerging Environmental Movement](#) – Lessons 3, 4, 5

12.7.6 – [Making and Implementing Environmental Laws](#) — whole unit

12.2.2 & .5 – [This Land is Our Land](#) – Lesson 2

12.3.2 – [Active Voices: Civil Society and the Environment](#) – whole unit

12.3.1 – [Government and the Economy: An Environmental Perspective](#) – whole unit



## Primary source citations:

Page 7, SNCC statement: [http://www.crmvet.org/docs/6007\\_sncc\\_demconv-platform.pdf](http://www.crmvet.org/docs/6007_sncc_demconv-platform.pdf)

Page 8, Port Huron Statement: [http://www2.iath.virginia.edu/sixties/HTML\\_docs/Resources/Primary/Manifestos/SDS\\_Port\\_Huron.html](http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/SDS_Port_Huron.html)

Page 9, El Plan de Azatlan, "Takin' it to the streets" : A Sixties Reader, second edition, pages 138-140.

Page 10, Earth Day 1970 news report: <https://www.earthday.org/about/the-history-of-earth-day/> and on You Tube: [https://www.youtube.com/watch?list=PL3480E41AA956A42B&time\\_continue=1&v=WbwC281uzUs](https://www.youtube.com/watch?list=PL3480E41AA956A42B&time_continue=1&v=WbwC281uzUs)

Page 11, Press Release, youth lawsuit on climate change: <https://static1.squarespace.com/static/571d109b04426270152febe0/t/576c6e11ebbd1aee23f5f77e/1466723857447/15.08.12FederalClimateLawsuitPressRelease+%281%29.pdf>

Page 12, Mecha Conference: [http://www.chicanxdeaztlan.org/p/national-conference\\_12.html](http://www.chicanxdeaztlan.org/p/national-conference_12.html)

Page 13, Black Lives Matter Twitter account: <https://twitter.com/blklivesmatter?lang=en>

Page 14, Emma Gonzalez video: <https://www.youtube.com/watch?v=ZxD3o-9H1IY>

## Image citations:

[State Archives of North Carolina](https://www.flickr.com/photos/north-carolina-state-archives/24495308926/) - <https://www.flickr.com/photos/north-carolina-state-archives/24495308926/> - sit in

<https://www.flickr.com/photos/number7cloud/40369207261> —gun control

<https://www.flickr.com/photos/adamscotti/5620336532> - youth voting

<https://www.flickr.com/photos/snre/34605145761> - 1970 Univ Michigan

[https://commons.wikimedia.org/wiki/File:Protesters\\_with\\_signs\\_in\\_Ferguson.jpg](https://commons.wikimedia.org/wiki/File:Protesters_with_signs_in_Ferguson.jpg)

[https://commons.wikimedia.org/wiki/File:US\\_Navy\\_110915-N-YU572-076\\_Aviation\\_Maintenance\\_Administrationman\\_2nd\\_Class\\_Devon\\_Brandenburg\\_and\\_student\\_volunteers\\_collect\\_trash\\_along\\_a\\_beach\\_at.jpg](https://commons.wikimedia.org/wiki/File:US_Navy_110915-N-YU572-076_Aviation_Maintenance_Administrationman_2nd_Class_Devon_Brandenburg_and_student_volunteers_collect_trash_along_a_beach_at.jpg)

<http://www.chicanxdeaztlan.org/p/mecha-logo.html>—MECHA

San Jose State Digital Archive: 1970: A humanities course on contemporary issues organized a Survival Faire at San Jose State College. In this view a group of female panelists are seated in front of a table with microphones. [Civil Rights](#) and [Campus Protest Collection, MSS-2010-07-07, San José State University Library Special Collections & Archives](#).

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Anti-War Protestors at the Department of Justice, Washington, DC, 1971. Walter Leffler, Photographer. Source: Library of Congress, Prints and Photographs, <http://www.loc.gov/pictures/item/2017646299/>

*Occupy Wall Street Protest, 2011. Source: Aaron Bauer, Flickr* <https://www.flickr.com/photos/drtongs/6234928908>

*Mario Savio, UC Berkeley, 1964. Sam Churchill Photographer.* <https://flic.kr/p/cWK4Lb>

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