

SEE YOU
IN COURT.

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About Journeys in Film

Journeys in Film is a 501(c)(3) nonprofit organization that amplifies the storytelling power of film to educate the most visually literate generation in history. We believe that teaching with film has the power to help educate our next generation with a richer understanding of the diverse and complex world in which we live.

We transform entertainment media into educational media by designing and publishing cost-free, educational resources for teachers to accompany carefully chosen feature films and documentaries while meeting mandated standards in all core subjects. Selected films are used as springboards for lesson plans in subjects like math, science, language arts, social studies, and more. Our resources support various learning styles, promote literacy, transport students around the globe, and foster learning that meets core academic objectives.

In addition to general subject areas, Journeys in Film’s programs engage students in meaningful examinations of human rights, poverty and hunger, stereotyping and racism, environmental issues, global health, immigration, and gender roles. Our teaching methods are successful in broadening perspectives, teaching for global competency, encouraging empathy, and building new paradigms for best practices in education. We seek to inspire educators, school administrators, community members, and home-schooling parents to capture the imagination and curiosity of their students by using our innovative curriculum.

We also develop discussion guides for films that don’t necessarily lend themselves to academic standards but cover topics and themes that are valuable for classroom discussions and in other settings, such as after-school clubs, community screenings, and college classes.

Why use this program?

In an age when literacy means familiarity with images as much as text and a screen has become a new kind of page, 21st-century students are more connected to media than any previous generation. This offers educators unprecedented opportunities to engage students in learning about a variety of subjects and issues of global significance.

Films, television, documentaries, and other media platforms can provide an immediate, immersive window to a better understanding of the world and matters affecting all of us.

We teach our students literature that originated from all around the world, but we tend to forget that what often spurs the imagination is both visual and auditory. Films evoke emotion and can liven up the classroom, bringing energy to a course. We believe in the power of films to open our minds, inspire us to learn more, provide a bridge to better understanding the key issues of 21st-century concern, and compel us to make a difference.

When properly used, films can be a powerful educational tool in developing critical thinking skills and exposure to different perspectives. Students travel through these characters and their stories: They drink tea with an Iranian family in *Children of Heaven*, play soccer in a Tibetan monastery in *The Cup*, find themselves in the conflict between urban grandson and rural grandmother in South Korea in *The Way Home*, and watch the ways modernity challenges Maori traditions in New Zealand in *Whale Rider*. Journeys in Film brings outstanding and socially relevant documentaries to the classroom that teach about a broad range of social issues in real-life settings, such as famine-stricken and war-torn Somalia, a maximum-security prison in Alabama, and a World War II concentration camp near Prague.

They explore complex and important topics like race and gender. Students tour an African school with a Nobel Prize-winning teenager in *He Named Me Malala* and experience the transformative power of music in *The Music of Strangers: Yo-Yo Ma & the Silk Road Ensemble* and *Landfill Harmonic*.

Our hope is that this generation of youth will contribute to the betterment of humankind through kindness and understanding, together with scientific knowledge, to help solve some of the world’s most pressing issues.

Our goal is to create relevant and engaging curricula and programming around media that encourages cross-cultural understanding, empathy, and knowledge of the people and environments around the world. We aim to prepare today’s youth to live and work as globally informed, media-literate, and competent citizens.

A Letter from Levi

I'm excited to see that you are engaging with *YOUTH v. GOV* and hope that using this guide will help you better understand climate change and why it matters so much to young people like me. Maybe this will inspire you to take action on things that are important to you.

Many people think that climate change is an adult problem that kids and youth either don't understand or can't affect, but that is not true at all. While climate change is a complex issue, it affects everyone on the planet, so it is very important to learn about. Throughout the course of history, youth have fought for what is important to them by coming together, taking action, and getting adults to lend their support. Climate change disproportionately affects young people because we will see more negative effects throughout our lifetimes than previous generations. That means it is even more important that we connect with one another to fight for our future and for future generations.

For over 50 years, the government has known about climate change. Their actions have violated our constitutional rights to life, liberty, and property, as well as failed to protect essential public trust resources. Scientists agree that climate change is catastrophic and will eventually get to the point of no return. It affects everyone in so many ways, including droughts, fires, hurricanes and other extreme weather; flooding and sea level rise; negative effects on health; and social and cultural impacts. You'll see these in the film and learn more about them.

The U.S. government has a long history of supporting the fossil fuel industry. We have developed a reliance on fossil fuels, even though they cause great damage to our planet. Moving away from that reliance is the only way to make lasting change. This is one of the reasons why we chose to go through the court system to ask the courts to recognize and protect our constitutional rights and tell the government to end the reliance on fossil fuels and move to clean energy instead. This is both technically and economically feasible. Despite having the best scientists and legal team on our side, navigating the court system is both time consuming and challenging, with lots of ups and downs along the way.

In my lifetime, I have seen the effects of climate change, such as sea level rise, flooding, and damage to my local beaches. I've had to evacuate my home due to hurricanes. We even chose to move off the island I grew up on to try and escape some of these impacts. My friends in the film have also experienced different effects of climate change as have so many people around the world. Maybe climate change has even affected your own life and the lives of people in your community.

Adults don't always listen to kids, but being involved in this case helped me see the importance of speaking up and using my voice. Being educated on what you care about will help you convince others to support you and help build connections. It is important to use your voice to fight for what matters to you. I hope this film and guide help empower you to take action.



Levi
@connectwithlevi

Introducing *YOUTH v. GOV*

Any student who has taken a course on United States history has heard Thomas Jefferson's words about our inalienable rights to life, liberty, and the pursuit of happiness. What makes them inalienable? Jefferson believed they are part of our very nature as human beings. Today, we are facing a climate crisis that scientists and government leaders have known was coming for a long time; it is only now, in an age of growing and more frequent wildfires, droughts, stronger hurricanes, and rising sea level, that many Americans and others have become aware of the dangers. Some are still in denial, but their numbers are inevitably shrinking as conditions worsen.

The Constitution of the United States includes the Bill of Rights and other amendments that delineate and protect the rights of citizens. If citizens perceive that their rights are being violated by the government, they have the ability to bring a constitutional case to the courts to protect those rights, suing local, state, or even the federal government if necessary, alleging that their constitutionally protected rights are threatened or abridged. (The well-known case of *Brown v. Board of Education* is an example.) *Juliana v. United States* is the first constitutional case pertaining to climate change to win a favorable ruling, and it was brought by a group of youths who contend that the Constitution guarantees an unenumerated fundamental right to a "stable climate system."

Young people are particularly aware of this accelerating emergency, both because they are disproportionately harmed by the climate crisis and because the changes in climate will become ever more pronounced in their lifetimes. Young people around the world have stepped forward to demand that adults — from government leaders to oil and gas company executives — stop their actions

that make the climate crisis worse. We see images of Greta Thunberg and others of her generation leading protests and speaking out. And even before this youth climate movement began, a group of 21 youths decided to use the law to protect their constitutional rights, in essence challenging the ways that the U.S. federal government has supported policies that, while perhaps useful to certain industries like fossil fuels in the short term, spell climate disaster for all. Coming from ten different states around the country and representing different ethnicities, geographical diversity, and social groups, these young people initiated a lawsuit with the help of the nonprofit legal organization Our Children's Trust. *Juliana v. United States* was filed in 2015, and in the year 2023, it is still making its way through the court system. Today Our Children's Trust continues to assist young people in U.S. states and in countries around the world who are also trying to stop actions taken by their governments that actively make the climate crisis worse and lead to even further climate degradation.

In the documentary *YOUTH v. GOV*, your students will learn how young people like themselves have taken a stand against climate change and persisted in the fight to protect their legal right to a safe climate for years. They will meet the individual students involved and get to know their stories. They will learn more about their constitutional rights and the American judicial system. They will also discover more about the alarming changes in the environment that are already causing significant harm to young people across the United States and around the world, affecting all our lives until both legal and scientific recourses are finally implemented.

“Climate anxiety” is very real, and, combined with the COVID-19 pandemic, young people are suffering from depression, anxiety, and, for some, even suicidal ideation at an alarming rate. Sharing this documentary with your students will help them understand that there are known solutions to address the climate crisis — and ways that they as young people can fight the sense of helplessness and engage in collective action to make a better world. Our Children’s Trust and their young clients in *YOUTH v. GOV* show there is active hope for a better world.

Film Credits

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Lesson

U.S. Government, U.S. History, Economics

The United States Government and the Fossil Fuel Industry

Enduring Understandings

- While presidents have espoused values aligned to protecting the environment, their actions have often run counter to those values.
- Capitalism and industry interests have often guided executive action.
- If held accountable by the courts to protect the constitutional rights of young Americans and carry out its duty to protect the nation’s air from pollution, the Environmental Protection Agency could significantly redress the effects of climate change in the United States. EPA is the only federal agency exclusively authorized and mandated to protect the air from pollution that harms human health and welfare.

Essential Questions

- What values have presidents espoused about protecting the environment?
- What examples of presidential action have run counter to their espoused values?
- How have capitalism and industry interests prevented significant executive action or influenced the federal government to continue perpetrating harmful actions and policies as it relates to climate change?
- How has energy policy impacted climate change policy and action?

Notes to the Teacher

From Richard Nixon to Donald Trump, United States presidents have all stressed the importance of preserving the environment. In each case, the actions subsequently taken by these leaders often undermined exactly the environmental safety they espoused.

In 1970, President Richard Nixon established the Environmental Protection Agency, but would later reject pollution-control efforts by EPA in favor of American industrial growth. Following Nixon, President Ford prioritized the nation’s economic crisis over environmental efforts.

President Carter was a conservation advocate and had intentions of promoting solar energy, but ultimately his administration focused on energy-independence through building the nation’s coal resources, rather than renewable energy, in response to the oil crisis. Upon taking office, President Reagan worked to dismantle and minimize the work of the EPA. The first President Bush pivoted presidential policy and early on tried to strengthen the United States’ position on climate change, but ultimately doubled down on strengthening the partnership between the government and the fossil fuel industry as his reelection approached. President Clinton espoused lofty ideals on environmental justice, but a shift in Congressional power to Republicans and his lack of support for strong action by EPA derailed his ability to follow through with campaign promises. The second President Bush continued the policy of presidential doublespeak. He spoke of protecting the environment while still expanding the use of fossil fuels. President Obama spoke the language of climate change action, but steered U.S. energy policy in a way that continued to utilize fossil fuels and even put the U.S. at the top of the world in terms of natural gas and oil production.

President Trump openly declared war on the EPA and publicly doubted climate change, reversing many of the policies that were in place to reduce greenhouse gas emissions and denying climate science. President Biden has said he wants to make action on climate change an important goal, but the administration has still not reversed critical actions that actively make the climate crisis worse. Reliance on fossil fuels remains. As of 2021, according to the EIA, fossil fuels still make up 79% of primary energy consumption in the United States.

In Part 1 of this lesson, students come to understand that presidents often have high aspirations in their speeches, but may fall short in their actions for many reasons. Small student groups work independently to research the words and actions of ten modern presidents and complete one section of a handout, giving examples and summarizing their research.

In the second part of the lesson, student groups plan a media project — a video or podcast — to convey the information that they found in their research. After each group presents its project, the group members help their classmates record main ideas in the other sections of the handout provided in Part 1.

Finally, there are several extension activities you may wish to include. The first deals with economics, watching a video that examines the cap-and-trade system of reducing emissions. The second has two readings on climate-induced trauma, particularly as it affects young children. The readings reflect the experiences of children who suffered from severe weather events such as hurricanes and floods. Here are some resources you and your students might find helpful. They are suggested as research sources on **Handout 1**.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5922215/>

Fredrickson, Leif et al. “History of US Presidential Assaults on Modern Environmental Health Protection.” *American Journal of Public Health* vol. 108,S2 (2018): S95-S103. doi:10.2105/AJPH.2018.304396

<https://millercenter.org/the-presidency/presidential-speeches>

An archive of presidential speeches compiled by the UVA Miller Center

Additional Resources

They Knew: The US Federal Government’s Fifty-Year Role in Causing the Climate Crisis (2021) by Gus Speth, environmental lawyer and co-founder of the Natural Resources Defense Council

<https://www.ourchildrenstrust.org/speth-they-knew>

Companion website for *They Knew: The US Federal Government’s Fifty-Year Role in Causing the Climate Crisis*
<https://www.ourchildrenstrust.org/speth-they-knew>

An expert report from Joseph Stiglitz, a Nobel Prize-winning economist, about the economics of climate change, the cost of not acting on climate change, and how young people are devalued when it comes to measuring impacts
https://biotech.law.lsu.edu/blog/document_cw_01-2.pdf

G. Supran, S. Rahmstorf, and N. Oreskes, *Assessing ExxonMobil’s Global Warming Projections*, 379 *Science* eabk0063 (2023)
<https://www.science.org/doi/10.1126/science.abk0063>

An assessment of ExxonMobil’s own scientists’ projections of global warming from fossil fuel use going back to the 1970s. In fact, ExxonMobil’s own scientists better predicted global temperature change in the 1980s than James Hansen’s testimony to congress in 1988!

Common Core Standards addressed by this lesson

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Duration of Lesson

5–6 class periods, including screening the film *YOUTH v. GOV*

Assessments

Class discussions
Completion of handouts
Concluding media project

Materials Needed

Video of *YOUTH v. GOV* and projector
Paper and pens for students
Copies of **Handout 1: Presidential Words and Actions**
Teacher Resource 1: Presidential Words and Actions (Possible Answers)
Copies of **Handout 2: The Media Project**
Teacher Resource 2: Rubrics for Grading Media Project and Summary
Computers and internet access
Computer software equipped to complete media projects

Procedure

Part 1: Research

1. At the start of class, tell students they will be viewing a film about young people who have actually sued the government because of climate change. Then show the film.
2. After the screening, give students an opportunity to comment and to ask questions. Then explain that they will be researching other examples of presidential words and actions similar to those as highlighted in the film, with the goal of creating a media project with their research.
3. Divide students into 10 research groups and assign one modern president to each group. (The presidents are Richard Nixon, Gerald Ford, Jimmy Carter, Ronald Reagan, George H. W. Bush, Bill Clinton, George W. Bush, Barack Obama, Donald Trump, and Joe Biden.) Allow a few minutes for students to relocate and sit with their assigned group.
4. When students are in their groups, distribute copies of **Handout 1: Presidential Words and Actions**.
5. Give students sufficient time to research both the words about climate and the relevant actions of their president. Explain that you want them to fill in examples of both words and actions of their president in the appropriate area of the handout. (Students may need one or two class periods to complete their research.)

Part 2: Media Project

1. Once students have completed their research assignments, give them copies of **Handout 2: The Media Project**.
2. Explain to students that they will be completing a media project that highlights and showcases their research findings. Give them the option to complete either a television broadcast or a podcast.
3. Give students at least a class period to write and outline their production. The filming and production of this project should happen outside of class.
4. Give each group time to present their media project to the class. Students should also turn in their personal summary as noted on **Handout 2**.
5. After each group presents their media project, have group members guide their classmates in completing the appropriate section of **Handout 1**.
6. Conclude the lesson with a class discussion of the following questions: To what extent were the presidents able to fulfill the environmental goals they expressed in their speeches? If their actions did not meet the goals they expressed, what were the reasons? Lack of will? Opposition from Congress? Countervailing pressures? Do you think the current president will be able to succeed?

Extension Activities

1. Economic Approaches to Climate Change

Have student teams research the following proposals to limit climate change, explaining how each works and evaluating the pros and cons of each:

- Cap-and-trade
- Carbon tax
- Subsidies reform
- Divestment campaign
- Environmental regulation
- Energy-efficient standards

Then hold a discussion to answer these questions:

- What are the limits of capitalism as a solution to climate change?
- How can society make a real impact on climate change?

2. Climate Trauma

Have students read and annotate one or more of these texts:

County of Sonoma, “Coping with Trauma and Stress in the Face of Wildfires” (See especially the section on “Mental Health in Children During Wildfires.”)
<https://socoemergency.org/coping-with-wild-fires/#1622144500660-48999738-470e>

Heidi de Marco, “Children in Northern California Learn to Cope with Wildfire Trauma”
https://www.salon.com/2022/09/11/children-in-northern-california-learn-to-cope-with-wildfire-trauma_partner/

Jane Brody, “After the Hurricanes, the Inner Storm for Children”

<https://www.nytimes.com/2005/09/27/health/psychology/after-the-hurricanes-the-inner-storm-for-children.html>

Discuss: How can climate change — and extreme weather events resulting from climate change, like persistent drought, stronger hurricanes, and more frequent and hotter fires — impact the lives of children?

Handout 1

Presidential Words and Actions

Name of president for research _____

Dates in office _____

Members of your research group _____

Directions: Research to learn what the president you are studying has said about the environment. Then research what actions were taken under their administration — both actions to address the climate crisis and actions that have made the climate crisis worse. After you have completed the table, list the resources you used on the back of the handout. Then give the president a score of A to F for their actions on the environment. You may find the following websites helpful:

- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5922215/>
- <https://millercenter.org/the-presidency/presidential-speeches>

Presidential Words	Actions During Their Term in Office

Continue on back if necessary. Score _____

Presidential Words	Actions During Their Term in Office

Teacher Resource 1

Presidential Words and Actions (Possible Answers)

Richard M. Nixon	
Presidential Words	Actions During His Term in Office
<p>“The automobile is our worst polluter of the air. Adequate control requires further advances in engine design and fuel composition. We shall intensify our research, set increasingly strict standards, and strengthen enforcement procedures — and we shall do it now. We can no longer afford to consider air and water common property, free to be abused by anyone without regard to the consequences. Instead, we should begin now to treat them as scarce resources, which we are now more free to contaminate than we are free to throw garbage into our neighbor’s yard.</p> <p>“This requires comprehensive new regulations. It also requires that, to the extent possible, the price of goods should be made to include the costs of producing and disposing of them without damage to the environment.” — State of the Union, 1/22/1970</p>	<p>1970 — Established the Environmental Protection Agency</p> <p>1970 — Signed the Clean Air Act</p> <p>Dedicated federal funds to invest in the development of the electric car and solar energy.</p> <p>In 1971, the EPA recommended standards for the Big Four automakers (at that time General Motors, Chrysler, Ford, and AMC/Jeep) to decrease fuel emissions. Nixon felt that the requirements were too stringent, and agreed with automakers who feared that manufacturing cars to conform to these standards would raise car prices and considerably decrease sales.</p> <p>In 1972, Nixon vetoed the Federal Water Pollution Control Act Amendments. Again, this action was motivated by concern that to enforce the legislation as written would put American manufacturers at a disadvantage compared to their overseas counterparts.</p>
Gerald Ford	
Presidential Words	Actions During His Term in Office
<p>“I will address the humanitarian issues of hunger and famine, of health and of healing. My goal is to achieve — or to assure basic needs and an effective system to achieve this result.</p> <p>“I recognize the need for technology that enriches life while preserving our natural environment. My goal is to stimulate productivity, but use technology to redeem, not to destroy our environment.” — Remarks at Tulane University, 4/23/1975</p>	<p>Prioritized the economy and energy needs. Leaned into policy which focused on diversifying fossil fuels.</p> <p>December 1974 — vetoed strip-mining ban bill</p> <p>May 1975 — vetoed second strip-mining ban bill</p>

Jimmy Carter	
Presidential Words	Actions During His Term in Office
<p>“The third principle is that we must protect the environment. Our energy problems have the same cause as our environmental problems — wasteful use of resources. Conservation helps us solve both problems at once.” — Address to the Nation on Energy, 4/17/1977</p> <p>“We will protect our environment. But when this Nation critically needs a refinery or a pipeline, we will build it.” — Crisis of Confidence Speech, 7/15/1979</p>	<p>Conservation advocate, but energy crisis limited actions toward positive climate action. He made efforts to increase coal production as a response to the oil crisis.</p> <p>1973 — Canceled the Sprewell Bluff Dam project</p> <p>1977 — Created the Department of Energy</p> <p>1978 — Endangered American Wilderness Act</p> <p>1979 — Had solar panels installed on the roof of the White House.</p>
Ronald Reagan	
Presidential Words	Actions During His Term in Office
<p>“Make no mistake. We will not permit the safety of our people or our environmental heritage to be jeopardized, but we are going to reaffirm that the economic prosperity of our people is a fundamental part of our environment.” — Acceptance speech at the 1980 Republican Convention, 7/17/1980</p> <p>“As we do all this, we’ll continue to protect our natural resources. We will seek reauthorization and expanded funding for the Superfund program to continue cleaning up hazardous waste sites which threaten human health and the environment.” — State of the Union, 2/6/1985</p>	<p>The early Reagan administration (1981–1983) launched an overt attack on the EPA, combining deregulation with budget and staff cuts.</p> <p>In 1986, he removed the symbolic solar panels from the roof of the White House.</p> <p>Reagan abandoned the practice of previous administrations of appointing agency heads with federal government experience and sympathy for the agency’s mission. Instead, he chose people from industry who shared his antiregulatory views. To run the EPA, Reagan selected Anne Gorsuch, a 38-year-old corporate lawyer and two-term Colorado legislator who had opposed the Clean Air Act, water quality rules, and hazardous waste protections.</p>

George H. W. Bush	
Presidential Words	Actions During His Term in Office
<p>“If we’re to protect our future, we need a new attitude about the environment. We must protect the air we breathe. I will send to you shortly legislation for a new, more effective Clean Air Act. It will include a plan to reduce by date certain the emissions which cause acid rain, because the time for study alone has passed, and the time for action is now. We must make use of clean coal. My budget contains full funding, on schedule, for the clean coal technology agreement that we’ve made with Canada. We’ve made that agreement with Canada, and we intend to honor that agreement. We must not neglect our parks. So, I’m asking to fund new acquisitions under the Land and Water Conservation Fund. We must protect our oceans. And I support new penalties against those who would dump medical waste and other trash into our oceans. The age of the needle on the beaches must end.</p> <p>“And in some cases, the gulfs and oceans off our shores hold the promise of oil and gas reserves which can make our nation more secure and less dependent on foreign oil. And when those with the most promise can be tapped safely, as with much of the Alaska National Wildlife Refuge, we should proceed. But we must use caution; we must respect the environment. And so, tonight I’m calling for the indefinite postponement of three lease sales which have raised troubling questions, two off the coast of California and one which could threaten the Everglades in Florida. Action on these three lease sales will await the conclusion of a special task force set up to measure the potential for environmental damage. I’m directing the Attorney General and the Administrator of the Environmental Protection Agency to use every tool at their disposal to speed and toughen the enforcement of our laws against toxic-waste dumpers. I want faster cleanups and tougher enforcement of penalties against polluters.”</p> <p>— State of the Union Address, 2/9/1989</p>	<p>Appointed the “first professional environmentalist” to head the EPA. William Reilly, previously president of the Conservation Foundation and the World Wildlife Fund.</p> <p>Strengthened the Clean Air Act and signed the United Nations Framework Convention on Climate Change, acknowledging the human role in global warming.</p> <p>However, his administration also watered down conclusions of scientific reports on climate change and made deals with the fossil fuel industry.</p> <p>Signed the 1992 Energy Policy Act to increase the use and exports of natural gas.</p>

Bill Clinton	
Presidential Words	Actions During His Term in Office
<p>“Our plan does include a broad-based tax on energy, and I want to tell you why I selected this and why I think it’s a good idea. I recommend that we adopt a Btu tax on the heat content of energy as the best way to provide us with revenue to lower the deficit because it also combats pollution, promotes energy efficiency, promotes the independence, economically, of this country as well as helping to reduce the debt, and because it does not discriminate against any area. Unlike a carbon tax, that’s not too hard on the coal States; unlike a gas tax, that’s not too tough on people who drive a long way to work; unlike an ad valorem tax, it doesn’t increase just when the price of an energy source goes up. And it is environmentally responsible.”</p> <p>— State of the Union, 2/17/1993</p>	<p>Signed the Kyoto Protocol and an executive order addressing environmental injustices, but progress slowed when the 1994 election swept conservative Republicans into power in Congress.</p> <p>Continued to expand oil and gas infrastructure.</p>
George W. Bush	
Presidential Words	Actions During His Term in Office
<p>“Our third goal is to promote energy independence for our country, while dramatically improving the environment. I have sent you a comprehensive energy plan to promote energy efficiency and conservation, to develop cleaner technology, and to produce more energy at home. I have sent you Clear Skies legislation that mandates a 70-percent cut in air pollution from power plants over the next 15 years. I have sent you a Healthy Forests Initiative, to help prevent the catastrophic fires that devastate communities, kill wildlife, and burn away millions of acres of treasured forests.</p> <p>“I urge you to pass these measures, for the good of both our environment and our economy. Even more, I ask you to take a crucial step and protect our environment in ways that generations before us could not have imagined.</p> <p>“In this century, the greatest environmental progress will come about not through endless lawsuits or command-and-control regulations but through technology and innovation. Tonight I’m proposing \$1.2 billion in research funding so that America can lead the world in developing clean, hydrogen-powered automobiles.”</p> <p>— State of the Union, 1/28/03</p>	<p>Signed the Kyoto Protocol and an executive order addressing environmental injustices, but progress slowed when the 1994 election swept conservative Republicans into power in Congress.</p> <p>Continued to expand oil and gas infrastructure.</p>

Barack Obama	
Presidential Words	Actions During His Term in Office
<p>“The consequences of our inaction are now in plain sight. Countries like China are investing in clean energy jobs and industries that should be right here in America. Each day, we send nearly \$1 billion of our wealth to foreign countries for their oil. And today, as we look to the Gulf, we see an entire way of life being threatened by a menacing cloud of black crude.</p> <p>“We cannot consign our children to this future. The tragedy unfolding on our coast is the most painful and powerful reminder yet that the time to embrace a clean energy future is now. Now is the moment for this generation to embark on a national mission to unleash America’s innovation and seize control of our own destiny.</p> <p>“This is not some distant vision for America. The transition away from fossil fuels is going to take some time, but over the last year and a half, we’ve already taken unprecedented action to jumpstart the clean energy industry. As we speak, old factories are reopening to produce wind turbines, people are going back to work installing energy-efficient windows, and small businesses are making solar panels. Consumers are buying more efficient cars and trucks, and families are making their homes more energy-efficient. Scientists and researchers are discovering clean energy technologies that someday will lead to entire new industries.</p> <p>“Each of us has a part to play in a new future that will benefit all of us. As we recover from this recession, the transition to clean energy has the potential to grow our economy and create millions of jobs — but only if we accelerate that transition. Only if we seize the moment. And only if we rally together and act as one nation — workers and entrepreneurs; scientists and citizens; the public and private sectors.”</p> <p>— Speech on the BP oil spill, 6/15/2010</p>	<p>White House issued “A Historic Commitment to Protecting the Environment and Addressing the Impacts of Climate Change” https://obamawhitehouse.archives.gov/the-record/climate</p> <p>He spoke the language of climate action, but still pursued traditional energy sources.</p> <p>Increased oil and gas production to levels higher than any other president in U.S. history: https://apnews.com/article/business-5dfb-c1aa17701ae219239caad0bfefb2</p> <p>Opposed the 21 <i>Juliana</i> youth plaintiffs and their case. His Department of Justice sought to prevent the youths’ evidence from being heard at trial.</p> <p>Entered the Paris Agreement.</p>

Donald J. Trump	
Presidential Words	Actions During His Term in Office
<p>“And we’re going to be an exporter — exporter. (Applause.) We will be dominant. We will export American energy all over the world, all around the globe. These energy exports will create countless jobs for our people, and provide true energy security to our friends, partners, and allies all across the globe.</p> <p>“But this full potential can only be realized when government promotes energy development — that’s this guy right here, and he’ll do it better than anybody — instead of obstructing it like the Democrats. They obstruct it. But we get through it. We cannot have obstruction. We have to get out and do our job better and faster than anybody in the world, certainly when it comes to one of our great assets — energy. This vast energy wealth does not belong to the government. It belongs to the people of the United States of America. (Applause.) Yet, for the past eight years, the federal government imposed massive job-killing barriers to American energy development.</p> <p>“Since my very first day in office, I have been moving at record pace to cancel these regulations and to eliminate the barriers to domestic energy production, like never before. Job-killing regulations are being removed and vital infrastructure projects are being approved at a level that they’ve never seen before. As you all know, I approved the Keystone XL Pipeline and the Dakota Access Pipeline in my first week. Thousands of jobs — tremendous things are happening. And, by the way, I thought I’d take a lot of heat. I didn’t take any heat. I approved them and that was it. I figured we’d have all sorts of protests. We didn’t have anything.”</p> <p>— Speech at the Unleashing American Energy Event, 6/29/2019</p>	<p>Campaigned to reduce the size of the EPA and pursued an attack on the agency.</p> <p>Challenged agency regulations.</p> <p>Tried to control and manipulate the EPA’s use and dissemination of science. Removed or obscured information about climate change from websites, dismissed scientific advisory panels, blocked scientists who receive EPA grants from advisement, and put a political appointee in charge of scientific grants.</p> <p>Used extreme legal maneuvers, including expansion of “shadow docket,” to prevent <i>Juliana</i> case from proceeding to trial.</p> <p>Pulled out of the Paris Agreement.</p>

Handout 2

The Media Project

This assignment consists of creating a media project: a television broadcast (news, sitcom, movie, documentary) or a podcast. Your media project needs to highlight your research findings related to presidential words and actions.

Media
Specific requirements and options

- Each media project needs to be a *minimum* of ____ minutes, a **maximum** of ____ minutes.
- The media project can also include commercials (30 seconds to one minute in length).
- Be sure to keep events in chronological order.
- Students who try to achieve period dress, hair, and makeup for video projects will receive added consideration.

Student responsibilities

- Each group needs to select a director to lead the vision of the media project.
- All group members are expected to participate in the writing and production of the media.
- Be creative. Be humorous if it's appropriate. Serious events should be serious (assassination and other deaths for example).
- Each student will also have to turn in a one-page summary that ties the media project to the historical significance of the period. (See below.)
- Students must also complete a peer review of their group members. (Turn in **typed**, with summary.)

General requirements

- Your planning group can only include members of your research team, but you are free to use extras (family, friends, teachers).
- All media should be submitted in digital format.
- Any media that contain inappropriate, illegal, or plagiarized materials will **receive a ZERO** and be turned over to the proper authorities.
- First draft of storyboards, script outlines, etc. are due on _____
- Final due date of project _____

Summary
Specific requirements

Your summary should be typed. In the summary, highlight important events, people, places, terms, and their historical significance. All summaries must be in your own words. The summary is due the day of your in-class presentation.

Do not plagiarize. You must also include a separate works cited page.

Joe Biden	
Presidential Words	Actions During His Term in Office
<p>“We’ll create good jobs for millions of Americans, modernizing roads, airports, ports, and waterways all across America. And we’ll do it all to withstand the devastating effects of the climate crisis and promote environmental justice.</p> <p>“We’ll build a national network of 500,000 electric vehicle charging stations, begin to replace poisonous lead pipes — so every child — and every American — has clean water to drink at home and at school, provide affordable high-speed internet for every American — urban, suburban, rural, and tribal communities.”</p> <p>— State of the Union, 3/1/2022</p>	<p>Fact Sheet from the White House on Biden’s actions on climate: https://www.whitehouse.gov/briefing-room/state-ments-releases/2022/07/20/fact-sheetpresident-bidens-executive-actions-on-climate-to-address-extreme-heat-and-boost-offshore-wind/</p> <p>Reversed many of the policies of the previous administration.</p> <p>Brought the United States back into the Paris Agreement.</p> <p>Signed an executive order that will enable the federal government to reduce greenhouse gas emissions by 65% by 2030.</p> <p>Despite claims to listen to youth and aggressively address climate crisis, the Department of Justice under President Biden has continued the legacy of preceding administrations of trying to keep <i>Juliana</i> evidence from being heard in open court.</p>

Rubric for Grading Media Project

Media Criteria/ Distribution	Professional A 20 – 19 points	Excellent B 18 – 17 points	Average C 16 points	Poor D 15 points	Not Acceptable F 11 points	Points
Presentation of History	Accurate information	Some inaccurate information	Too much inaccurate information	Totally inaccurate information	No effort to meet the criteria for the project	
Organization	Adheres to a theme; focused direction	Few problems with theme and direction	Disjointed theme and direction	No theme or poor direction	No effort to meet the criteria for the project	
Accuracy	Meets time constraints; submitted in correct format	Few problems with time and/or video format	Misses time and/or video guide-lines	Fails time constraints and/or video format	No effort to meet the criteria for the project	
Production Value	Interesting, appealing	Some errors; interesting, appealing	Some errors; a little dry; presentation could be better	Many errors; boring; lack of presentation	Inappropriate content	
					Total	

Rubric for Grading Summary

Media Criteria/ Distribution	Professional A 10 points	Excellent B 9 points	Average C 8 points	Poor D 7 points	Not Acceptable F 5 points	Points
Organization	Clear thesis in introduction; logical sequence and paragraph structure	Excellent paper; good thesis; logical sequence and paragraph structure	Some clarity of thesis in introduction; some logical sequence; average paragraph structure and sequence	Little clarity of thesis; some sequence; below average paragraph structure and sequence	No clarity of thesis in introduction; no logical sequence; no paragraph structure	
Mechanics	Professional in the areas of grammar, spelling, punctuation, sentence structure, citations	Excellent in the areas of grammar, spelling, punctuation, sentence structure, citations	Average in the areas of grammar, spelling, punctuation, sentence structure, citations	Below average in the areas of grammar, spelling, punctuation, sentence structure, citations	Problems in the areas of grammar, spelling, punctuation, sentence structure, citations	
Works cited page	MLA format All sources used		Some errors Some sources missing		0 points for no works cited page	
					Total	

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