



NAME: _____

CLASSROOM LAW PROJECT

YOUTH, THE COURTS, AND CLIMATE CHANGE

VOCABULARY

Directions: Frontload (introduce and review) these vocabulary words with your students to facilitate their understanding of the topic and coinciding resources:

1. **Climate Change** (n.) - A long-term change in the average weather patterns that have come to define Earth's local, regional and global climates.
2. **Environment** (n.) -The natural world, as a whole or in a particular geographical area, especially as affected by human activity
3. **Fossil Fuels** (n.) - A hydrocarbon-containing material such as coal, oil, and natural gas, formed naturally in the Earth's crust from the remains of dead plants and animals that is extracted and burned as a fuel.
4. **United Nations International Court of Justice** (n.) - One of the six principal organs of the United Nations. It settles disputes between states in accordance with international law and gives advisory opinions on international legal issues.
5. **Standing [judicial]** (n.) - The capacity of a party to bring a suit in a court.

CURRENT EVENT ESSENTIAL QUESTIONS

Directions: As you read through news and other resources about TOPIC, consider the following questions:

- What are constitutions designed to do?
- What are the differences between a state constitution and the U.S. Constitution?
- What is standing and how is it affecting youth's climate change cases?
- Where do youth (people under the age of 18) fit into the U.S. judicial system?
- What are the major differences between the Juliana v. U.S case and the Held v. State of Montana case? How might those differences have influenced the cases' different outcomes?
- In your opinion, is the judicial branch the best branch for advocates to center their focus on when pressing for climate action within the U.S. government?
- In your opinion, has the work done within the United Nations going to positively affect youth's prospects in their home country's judicial systems?