

Cornell Guided Notes

Biotechnology for Health (Biomedical Innovations) | 2027-03-16

Name

Period

Date

Lesson

Lesson focus

Environmental justice debate

Key words and questions

Prepared details and student notes

Essential question
What is today's target?

Argue who bears responsibility when a low-income neighborhood faces higher pollutant exposure than wealthier areas nearby. Big idea: Environmental health burdens are not distributed equally, and data reveals who bears the risk.

My notes, examples, and questions

Key words
What vocabulary unlocks the lesson?

- toxin
- exposure
- dose
- pollutant
- bioaccumulation
- risk

My notes, examples, and questions

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Cornell Notes - Continued

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Must-know ideas
What should I understand by the end?

- Exposure data can show whether pollution risk varies by neighborhood income or race.
- Stakeholder roles shape how people interpret the same exposure numbers.
- Public health decisions require evidence, not just opinion.

My notes, examples, and questions

Process notes
What happens during class?

- 0-5 min: Warm-up: name one way where you live might affect your health
- 5-20 min: Read briefing; choose stakeholder role and list two reasons your position is fair
- 20-40 min: Small-group debate tracking which claims cite exposure data
- 40-55 min: Full-class debrief: which stakeholder argument was hardest to refute?
- 55-70 min: Reflection: how should data change who pays for exposure reduction?
- 70-80 min: Exit ticket: one sentence on what counts as fair based on the data

My notes, examples, and questions

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Steps and evidence What do I do and turn in?

- Read the briefing comparing exposure data across two adjacent neighborhoods.
- Choose a stakeholder role such as resident, industry, or regulator.
- List two reasons your stakeholder's position is fair.
- Debate in your group, tracking which claims used exposure data.
- Reflect on how data should guide responsibility decisions.

Evidence: Exit ticket - One-sentence evidence-based statement on who bears responsibility for unequal pollutant exposure and why.

My notes, examples, and questions

Checks for understanding How do I know I got it?

- You defended a stakeholder position using exposure evidence.
- You explained how environmental burdens can be unequally distributed.

My notes, examples, and questions

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Cornell Notes - Continued

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Lab or safety notes
What must I handle carefully?

Supplies:

- Computer with internet access
- Printed or digital environmental dataset
- Design notebook
- Graph paper or spreadsheet
- Calculator
- Colored pencils for pathway diagram

My notes, examples, and questions

Summary

Today's lesson focused on Environmental justice debate. The main target was: Argue who bears responsibility when a low-income neighborhood faces higher pollutant exposure than wealthier areas nearby. The evidence of learning is Exit ticket: One-sentence evidence-based statement on who bears responsibility for unequal pollutant exposure and why.. In my own words, the most important idea from today is:

My summary

My final question or connection