

NEWS BREAK

Article: **Teaching the Teachers**

Section: **PACIFIC NW, 8**

Sunday's News Break selects an article from **Sunday, June 9, 2019**, of The Seattle Times print replica for an in-depth reading of the news. Read the selected article and answer the attached study questions.

You are encouraged to modify this lesson to fit the needs of your students. For example, some classrooms may be able to use this as a worksheet and others might need to ask and answer the questions in a small group or larger, class discussion.

**Please be sure to preview all NIE content before using it in your classroom to ensure it is appropriate for all of your students.*

Standards:

CCSS.ELA-Literacy.RI.4.1

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.2

- Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Objectives:

Students will discuss why it's important to learn about climate change and its impact on our environment at younger ages. Students will talk about what's happening in their own communities and larger cities? How climate change is impacting our nation, our world...and how these issues will impact them and future generations to come. They'll discuss the climate change topics that are most important to them and why. They'll also talk about why it's important to get teachers excited about teaching this in their classrooms and why hands-on and interactive learning is so important.

Pre-Reading Discussion:



- What do you think the article will be about?
- Are there clues in the pictures?
- What can you infer?

Vocabulary Building:

Read this sentence, what do you think the highlighted words mean using *context clues*? A **context clue** is a word or words that are hints and refers to the sources of information outside of words that readers may use to predict the identities and meanings of unknown words.

“She invites audience members to take selfies with her to take back to their classrooms, to show their students that these are real people behind these numbers. That tends to break down, or at least crack, walls of **preconceived notions**, she’s found.”

Write your guess and then look up the definition and write it below your guess. How close did you come to the correct definition?

Preconceived Notions Guess:

Preconceived Notions Definition:

Comprehension Questions:

1. Washington leads the nation with a new initiative that helps instructors incorporate _____ science into their curricula.
2. On March 8, 2018, the Washington Legislature approved a \$4 million grant for 2018-19 to the state’s nine educational service districts and several community-based organizations to tackle the issue of teaching climate science. Washington is the only state devoting this level of funding and attention to the issue. What is the money allocated for?
3. Teachers attend a Washington Green Schools program at Seattle Public Utilities’ South Transfer Station, where they learned about what?
4. Washington has been at the forefront of climate-science education since _____, when it became one of the first states to adopt the Next Generation Science Standards, and this grant and this program have been a reaffirmation of that leading role.
5. Data is extra compelling when it can be narrowed down to what?
6. By 2050, the average temperature in the Puget Sound region is projected to be _____ degrees Fahrenheit warmer. And though the wettest days in the Northwest are actually expected to increase by _____ percent by 2080, the increased temperature means that moisture likely won’t be turned into valuable snow pack.

Discussion Questions (small/large groups), Journal Prompts or Essay Questions:

- **Why is it important for kids to learn about climate change and how the environment is impacted?**
- **Do you know what’s happening in your community? What things are being impacted by climate change in your own city? Our Nation? The world? How will it impact you? Your family?**
- **What climate change topics are most important to you? Why?**
- **Why is it important to get teachers excited about teaching climate change in their classrooms? Are you currently learning about it at your school?**

- Do you like hands-on, group activities? Why or why not?

At the South Transfer Station, Becca Fong, with Seattle Public Utilities' residential outreach planning, goes over an inverted triangle showing waste hierarchy during a Washington Green Schools program. One goal is to teach climate science before high school. "It starts with kids ... to do the right thing," Fong says.

- Do you agree that it starts with kids to do the right thing, when it comes to climate change? Why or why not?

HEIDI ROOP can sense some of your jaws clenching already. The UW affiliate assistant professor and lead scientist for science communication at the Climate Impacts Group knows better than just about anybody how controversial the issue of climate change has become.

- Why is climate change controversial? Why do some people choose to ignore it and others are spending their entire lives and careers fighting for it?

"There's a problem, and here are the different ways you can approach the problem. The first thing might not work, so you have to try something else. Everything goes through the scientific process. We can tie science into everything that we do. I love that."

- Do you have a connection to science? The scientific process? What makes you excited about it?

News Break is posted to the Web on Monday. Please share this NIE News Break program with other teachers. To sign-up for the print replica for your class, please [register on-line](#) or call 206/652-6290 or toll-free 1-888/775-2655.
Copyright © 2019 The Seattle Times Company