

## **Teaching News Is Elementary**

**March 17, 2017**

Each week, this lesson will share some classroom activity ideas that use the newspaper or other NIE resources. 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 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.*

**Materials you will need for this lesson:** The Seattle Times print replica, computer or smart board, pencils or pens, paper

**Article: HOW WILL CLIMATE CHANGE IMPACT ACCESS TO WATER? (Article 3)**  
**Section: MAIN, A8**  
**Print Replica Date: Wednesday, March 15, 2017**

### **Standards:**

#### **CCSS.ELA-Literacy.RI.4.5**

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

#### **CCSS.ELA-Literacy.RI.4.7**

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

### **Objectives:**

Students will read an article, and search for personal connections they see in their own lives.

### **Pre- Reading Discussion:**

- What do you already know about climate change?
- What do you know about global warming?
- How is climate change impacting our lives on this planet?
- How can we best protect our water supply?
- What do you want to learn more about, in regards to climate change?

### **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.

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

“However, scientists, researchers, and conservationists are working on ways to **mitigate** the effects of climate change and the limitations to water access.”

**Mitigate Guess:**

**Mitigate Definition:**

### **Reading Comprehension:**

1. It's official According to NASA and the National Oceanic and Atmospheric Administration (NOAA) 2016 was the warmest year on record since \_\_\_\_\_.
2. Climate change, as evidenced by global warming, threatens access to what resource?
3. A decline in potable water (drinking water) is expected for what reasons?
4. Scientists, researchers, and conservationists are working on ways to mitigate the effects of climate change and the limitations to water access. The best solutions are those which are collaborative and multidimensional. Why?
5. What solutions have been proposed to this problem?

### **Classroom Discussions or Journal Writing Prompts:**

#### ***Facts About Water:***

1. 884 million people in the world lack access to safe water supplies.
2. More than 840,000 people die each year from water-related disease.
3. Nearly two out of three people who need safe drinking water survive on less than \$2 a day.
4. In many developing countries, millions of women spend several hours a day collecting water from distant, often polluted sources.
5. Clean water is one aspect of improving sustainable food production to reduce poverty and hunger.

6. More than 80 percent of sewage in developing countries is discharged untreated, polluting rivers, lakes and coastal areas.  
7. By 2025, 1.8 billion people will be living in countries or regions with absolute water scarcity, and two-thirds of the world's population could be living under water stressed conditions. **Think-Pair-Share:**

- What 3 facts surprised you the most? Why?
- Do you think about where you get your water from?
- Do you think about other countries and their struggle to have clean water?
- What can be done to help these struggling countries with water scarcity?

***Since human demand is one of the drivers of water scarcity, another possibility is to develop reservoirs to store freshwater, pipelines to transfer it, and desalination to recover freshwater from the sea. Water saving, recycling, and reuse are other options to consider.***

***Investments in education and research will be necessary if we want to develop the expertise, skills and technology to avoid increasing water shortages.***

The article gave a few suggestions to try to avoid water increasing shortages.

- What strategy was your favorite and why?

***Take Action March 22, 2017 is World Water Day, an annual global event focusing on the world water crisis. Launch an awareness program with your school, club, house of worship or science class. Or, just get a few friends together and get involved —plan for 2018!***

***Support organizations like Water.org, WaterAid, The Thirst Project, Water for People, or UNICEF's Water Projects • Become an inventor and create or support scientific discovery and innovation • Remember that access to clean water affects all of us—Flint, Michigan, is a U.S. example of contaminated water • Fix small things like leaky faucets, plant a rain garden, build a rain barrel, take shorter showers, turn off the water while brushing your teeth. Minimize your water footprint. Little things DO make a difference.***

- What can you do to minimize your water footprint? What small changes can you make? Will you get your family on board?
- Will you get involved in a bigger way? Why or why not?

***The article highlights different countries who are creating positive changes in renewable energy. Which project/s stood out to you and why? Can we replicate them in our own country?***