

NEWS BREAK

Article: **Oregon eyes climate change lesson mandate**

Section: **MAIN, A5**

Sunday's News Break selects an article from **Sunday, March 12, 2023** 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 teachers might use this as a take-home assignment and others might read 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 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 debate whether climate change should be taught in K-12 public schools and why it's so politically divisive. They will discuss how human activity impacts climate and whether climate change disproportionately impacts lower-income communities. They will also talk about how they can empower themselves, their schools and their communities to make a difference in how they treat and conserve their local natural environment.

Pre-Reading Discussion:



- What do you think the article will be about, using only this picture?
- Are there any clues? 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.

In Pennington, New Jersey, wellness teacher Suzanne Horsley aims for age-appropriate lessons on what can be a **daunting** topic.

Daunting Guess:

Daunting Definition:

Comprehension Questions:

1. Oregon lawmakers are aiming to make the state the second in the nation to mandate what?
2. Dozens of Oregon high schoolers submitted support of the _____, saying they care about climate change deeply.
3. Some teachers and parents say teaching climate change could help the next generation better confront it, but others want schools to focus on what?
4. Schools across the U.S. have found themselves at the center of a politically charged battle over curriculum and how matters such as _____, _____ and _____ should be taught — or whether they should be taught at all.

5. _____ has the only U.S. state law requiring climate change instruction, and it's possibly the first time such a bill has been introduced in Oregon, according to legislative researchers.
6. Manning's bill requires every Oregon school district to develop a climate change curriculum within three years, addressing what aspects of climate change?
7. Does Manning have a clear plan to enforce the law?

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

- ***What surprised (or stood out to) you in the article?***
- ***At first, I thought _____, but now I think _____?***
- ***What things did you already know from prior experience?***
- ***Do you think it's important for climate change to be taught in schools, at all age levels? Why or why not?***
- ***How does human activity affect the climate?***
- ***Does climate change disproportionately impact lower-income communities? Why or why not? Give examples to support your answer.***

The majority of Americans think climate change and global warming should be taught in school. But climate change is still seen by some as a politically divisive issue. ***Why?***

There is a push for students to feel as though they have some ability to influence their world, Horsley said. "Whether it's conserving water or finding ways to plant more trees or take care of the trees that already exist ... they want to feel empowered."

- ***How can you, your school, your community, be empowered to make changes that will directly impact your local natural environment?***

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

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