

# 6<sup>th</sup> Grade Lesson

## Climate Change Education in Middle School ELA

### *Bloom & Rust Lesson Plan*

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#### **Lesson Standards:**

*Matanuska-Susitna Borough ELA Standards Reading*  
Standards for Informational Texts

- RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2 Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in the correct sequence, when necessary, after reading a text.

*Common Core State ELA Standards*

- RST.6-8.1: Cite specific textual evidence to support analysis of science and technical texts.

#### **Unit-wide Standard:**

*Next Generation Science Standards*

- MS-ESS3-5: Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Prior to this lesson:

This unit is focused on reading and writing informational texts, which are focused primarily on climate change in Alaska. Indigenous and Western ways of knowing will be incorporated throughout the unit.

Prior to this lesson, the class might have studied many core concepts in ELA. They will be practiced at examining texts closely and using details from the text in order to develop ideas, analyze meaning, and make inferences. At the end of the unit, the class will use informational and scientific texts to research and write their own informational articles about the effects of climate change in Alaska. Those final articles will be submitted via email to the state Department of Commerce, Community and Regional Development (optional).

<https://www.commerce.alaska.gov/web/dcra/climatechange.aspx>

In prior lessons, the teacher observed and assessed student reading, writing, and comprehension skills. Mini lessons on various grade-level literacy and ELA skills, such as active reading skills, finding central topics and subtopics, and citing textual evidence, have been taught and practiced (but will be revisited to keep the learning iterative).

<b>Learning Outcomes:</b>	
Students will be able to...	
<ul style="list-style-type: none"> <li>Determine the central idea and subtopics in a text.</li> <li>Cite several pieces of textual evidence to support analysis of what the text says explicitly.</li> </ul>	
Students will understand that...	
<ul style="list-style-type: none"> <li>Readers use their own background knowledge and personal experiences to relate to informational texts.</li> <li>Unit-wide understanding: Informational texts are helpful tools to guide readers through their questions about climate change or other big issues/concepts in the natural and social world.</li> </ul>	
<b>Formative Assessment(s):</b>	<b>Which learning outcome(s) are being assessed?</b>
<b>Classroom Discussion + Turn and Talk</b>	<ul style="list-style-type: none"> <li>Students will be able to determine the central idea and subtopics in a text.</li> <li>Students will understand that readers use their own background knowledge and personal experiences to relate to informational texts.</li> </ul>
<b>Graphic Organizers</b>	<ul style="list-style-type: none"> <li>Students will be able to determine the central idea and subtopics in a text.</li> <li>Students will be able to cite several pieces of textual evidence to support analysis of what the text says explicitly.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>Students will understand that readers use their own background knowledge and personal experiences to relate to informational texts.</li> </ul>

### Learning Plan

<b>Elements</b>	<b>Introduction of Lesson</b>	<b>Resources/ Materials</b>	<b>Time</b>
<b>Warm Up</b>	<p>Welcome &amp; settle in.</p> <p>Gratitude prompt: Today, what are you grateful for in nature? Write this prompt up on the board beforehand. Read it out loud. Give a few moments for personal reflection then share out.</p> <p>Lead by example. "I am grateful for the longer, sunnier days of April and the warmth of the sun".</p>	--	5 mins

<p><b>Lesson Intro</b> <i>Unit Introduction</i></p> <p><b>Hook</b> <i>Embody climate change, discuss personal connections</i></p> <p><b>Transition into Main Lesson</b> <i>Prompting Question</i></p>	<p>“Thank you for sharing your gratitude with us today.</p> <p>This class is the beginning of a new unit, focused on reading and writing informational texts. Throughout this unit we will use informational texts to research and write our own articles about the effects of climate change on the state of Alaska.</p> <p>So, what do you think of when you hear ‘climate change in Alaska’? Think of one word that you associate with climate change in Alaska and then think of a way to act it out!”. Stand up and share/copy movements around the room.</p> <p>“Now we are going to read an article that was written and published by the Alaska Humanities Forum Magazine in Anchorage. It is about 3 different towns in Alaska – Cordova, Valdez, and Seward – that are experiencing the effects of climate change.” Point these towns out on the AK map. “Who has been to one of these towns? What do you remember about it? Can you describe it for us? Quick discussion, call on 2-3 hands.</p>	<p>Provided a hard copy of the article for each student <a href="https://docs.google.com/document/d/1oSJ84B_fdZLofgvYYgNY7hkBZMMEQCz/edit">https://docs.google.com/document/d/1oSJ84B_fdZLofgvYYgNY7hkBZMMEQCz/edit</a></p> <p>AK Map</p> <p>Active reading reference poster</p>	<p>15 mins</p>
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<p><b>Core Task</b> <i>Class Discussion</i> <i>Turn &amp; Talk</i></p>	<p>Using the sticky note visual, identify the central topic of the article and as many subtopics as appropriate. During the discussion, ask students to provide textual evidence to support their thinking.</p> <p>Back at their seats. “Now that we are all on the same page concerning the central idea of this article, as well as the subtopics, I’ve got another question for you... Why? First of all, why do you think the author chose to write this story? Secondly, why is this article important for you to read and think about?” Make sure these questions are written out somewhere in the classroom for students to refer to if needed. (If needed, provide a leading question - why is writing about climate change in Alaska important?).</p> <p>“Turn and talk to your table partner about these questions”.</p>	<p>--</p>	<p>10 mins</p>
<p><b>Formative Assessment</b> <i>Graphic Organizers</i></p>	<p>“We will spend the last 10 minutes of class exploring a Newsela text set that I’ve put together for us. I have placed many more articles concerning climate change in Alaska within it. We will continue to explore this text set throughout the unit.</p> <p>Today, please read at least one Newsela article of your choice. Use the provided graphic organizer to record the main idea and give 2-3 pieces of evidence to support it. You will be turning those organizers into me at the end of class. If you choose to listen to the articles as you read, please be sure to plug in your headphones”.</p>	<p>Graphic organizer, example: <a href="https://www.teacherspayteachers.com/Product/Main-Idea-GraphicOrganizer-ExtraSupporting-Evidence6288946">https://www.teacherspayteachers.com/Product/Main-Idea-GraphicOrganizer-ExtraSupporting-Evidence6288946</a></p> <p>Newsela account/preselected text set</p> <p>Headphones</p>	<p>10 mins</p>

<b>Transition &amp; Closure</b>	Give an indicator of 5 minutes left in class, and then at one minute left - "Have a wonderful rest of your day. Please look for the homework in Google classroom and complete it by the next class. Thank you!"	--	--
<b>Lesson Extender Homework</b>	Students are tasked with finding a source outside of Newsela that discusses climate change in Alaska (sources can include podcasts, radio segments, news stories, TV clips, books, magazine or newspaper articles, etc).	--	--
<b>Differentiation: Process, Product, Content</b>	<p>Offer audio recording to go with the article</p> <p>Write key questions/concepts on the board (visual and audio cues)</p> <p>Use visual tools to facilitate discussion (sticky notes)</p> <p>Provide a varied and vast text set, with different reading levels and audio recordings/highlighted words (Newsela)</p> <p>Independent, paired, and collective work time</p>	--	--
<b>Accommodations and/or Modifications</b>	<p>Offer premade folders within Newsela to help narrow student focus on such a large (and often overwhelming) topic.</p> <p>Preselected resources (NPR audio stories, Indie Alaska clips, local news clips on YouTube, books) in Google classroom for students to explore for the homework assignment.</p> <p>None of the formative assessments are graded</p>	--	--

**References:**

Cherry, Jessica. (2023). Bloom and Rust: thoughts on Alaska’s blue economy around Chugachmiut. *Alaska Humanities Forum Magazine*, \*volume (\*Issue number), \*pages.

Davidson, Joel. (2022, Nov. 9). Mat-Su Election Results. *Alaska Watchman*.  
<https://alaskawatchman.com/2022/11/09/mat-su-election-results-school-board-stays-solidly-conservative-moderate-assembly-incumbents-win/>

*\*This is an unpublished article, and the missing information in this citation is currently not listed.*