

Lesson Plan

Southeast Struggles

Book: *The Climate Crisis in the Southeast*

Series: The Climate Crisis in America

Level: Navigator

Objective

To help students work together to learn and recall vocabulary from an informational text about the climate crisis in the Southeast.

Supplies

- *The Climate Crisis in the Southeast* book
- Whiteboard
- Dry erase marker
- Timer

Before the Activity

Read *The Climate Crisis in the Southeast* out loud as a class, or assign it to students to read on their own.

Activity

Divide the students into three teams. Write the teams' names on the whiteboard with space to add tally points for scores.

Explain that you will read a question about the climate crisis to the class. Each team must come up with an answer to the question. For each question, use the timer to give students thirty seconds to think and discuss their answers. Then ask a representative to give each team's answer. After all teams have spoken, reveal which teams gave correct answers, and add a tally mark for each team that answered correctly. Use the following list of questions:

1. Rising sea levels affect what areas the most?
 - a. **coastal areas**
 - b. mountain areas
 - c. inland cities
2. Burning what is the biggest contributor to the climate crisis?
 - a. greenhouse gases
 - b. **fossil fuels**
 - c. ecosystems

3. What kind of tree once grew all over the Southeast?
 - a. river cane
 - b. longleaf pines**
 - c. rain gardens
4. Living shorelines include what helpful things?
 - a. erosion
 - b. fossil fuels
 - c. oyster reefs**
5. Overall, temperatures in the Southeast are doing what?
 - a. rising**
 - b. falling
 - c. staying the same
6. Places with higher elevations tend to have what kind of temperatures?
 - a. warmer
 - b. cooler**
 - c. drier
7. Warm ocean waters tend to make the Southeast what?
 - a. humid**
 - b. dry
 - c. snowy
8. What is the term for an area's weather over a long period of time?
 - a. biodiversity
 - b. climate**
 - c. ecosystem

Evaluation

After reading all the statements, determine which team had the highest score. That group wins the game.

Standards

This lesson may be used to address the Common Core State Standards' speaking and listening for informational text, grade 4–7 (SL 4.1, 4.2; 5.1, 5.2; 6.1, 6.2; 7.1, 7.2).