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| **Suggested Time** | **Purpose** |
| 30-45 minutes | To support students in their development of vocabulary and concept knowledge, while preparing students to bring conceptual understanding of the underlying issues to their reading of prompt and sources. |
| **Tools** | **Procedure** |
| * [Mind Map handout](https://projecttopeka.com/-/media/Topeka/Prompts/Sea-Level-Rise/SLRVocabularyActivity.docx) * [Vocabulary Supports](https://docs.google.com/document/d/1BDH6I9SZ8h8DC6MxQ5ONB8mLDQabQiosmB1oAuqGiC4/edit?usp=sharing) * Prompt and Readings | 1. Give students a Climate Change Mind Map handout and review how to create a mind map. If students haven’t used mind maps before, make sure they know that they can add ideas off of any of the circles and should add as many relevant ideas as possible. Provide students with 5-10 minutes to add to their mind map. 2. In pairs or small groups, have students share their mind maps and add ideas from peers. 3. Bring the class together and create a class mind map that incorporates information from each student. This can be done by collecting ideas and writing them on the map or having students write one or two ideas on a sticky note to add on their own. 4. Review the class mind map together and discuss themes or big ideas that come up. Each student should leave the activity able to define climate change and sea level rise and familiar with some ways to combat climate change. |
| **Example Uses** | **Teaching Tip:** |
| * Student engagement/ pre-reading | * There is a lot of false information available about climate change. Knowing your students, make a plan for how you will handle misinformation or disagreements about climate facts that could arise between students. * Student ideas to combat climate change will likely be on an individual or personal level. Highlight any ideas such as sea walls or pump stations that are at the community level. |

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