

**Vocabulary**

* [Climate change](http://epa.gov/r5climatechange/posters/climate-change-vocab-list.pdf): Major changes in temperature, rainfall, snow, or wind patterns lasting for decades or longer. Climate change may result from both natural process and/or human activities (link includes 12 vocabulary terms)
* [Keystone pipeline](http://en.wikipedia.org/wiki/Keystone_Pipeline): a pipeline system to transport synthetic crude oil from the oil sands of Alberta, Canada and crude oil from the northern United States

**Articles**

* [“Environmental advocates target climate change as Democratic election issue”](http://www.washingtonpost.com/politics/environmental-advocates-target-climate-change-as-democratic-election-issue/2014/02/22/05d486be-9b01-11e3-ad71-e03637a299c0_story.html) *(Washington Post)*
* [“Climate change is not debatable”](http://reliablesources.blogs.cnn.com/2014/02/23/climate-change-is-not-debatable/) (video interview) *(CNN)*
* [“Obama orders new green rules”](http://thehill.com/blogs/e2-wire/e2-wire/198592-obama-orders-new-green-standards-for-trucks#ixzz2to5mv1ax) *(The Hill)*
* [“Climate change: mitigation, adaptation”](http://seattletimes.com/html/editorials/2022905233_lancedickiecolumnclimate14xml.html) *(Seattle Times)*
* [“Climate change initiatives rebuffed by most nations at UN conference”](http://www.vancouversun.com/business/energy/Climate+change+initiatives+rebuffed+most+nations/9180498/story.html?__lsa=d23e-ebe9) *(Vancouver Sun)*
* [“Obama launches ‘climate hubs’ to help farmers and communities”](http://thehill.com/blogs/e2-wire/e2-wire/197487-obama-launches-climate-hubs-to-help-farmers-communities-battle-climate) *(The Hill)*
* [“Report Opens Way to Approval for Keystone Pipeline”](http://www.nytimes.com/2014/02/01/us/politics/report-may-ease-way-to-approval-of-keystone-pipeline.html?_r=0) *(NY Times)*
* [“Chu: Keystone pipeline decision ‘political’”](http://thehill.com/blogs/e2-wire/e2-wire/197353-former-energy-sec-chu-keystone-pipeline-decision-political) *(The Hill)*
* [“NOAA: World in 2013 was 4th hottest on record”](http://www.cbsnews.com/news/noaa-world-in-2013-was-4th-hottest-on-record/) *(CBS News)*

**Topic: Climate Change**

[](http://www.mysanantonio.com/opinion/article/Today-s-Editorial-Cartoon-Jan-9-5125341.php)

**THE BASICS**

**SUSIE & TYLER’S CURRENT EVENTS**

**February 25, 2014**



**Questions to Consider**

* What is climate change? What is global warming?
* Which government agencies should be responsible for dealing with climate change issues? Should all of them?
* What can the media do to help? What can citizens do? Scientists? Colleges and universities? Students?
* What was the Kyoto Protocol?
* Why is climate change a political issue? An international issue? A security issue?
* Are there scientific arguments that dispute climate change? What do climate change skeptics say?
* Which jobs are affected by climate change?
* Is the decision to build the Keystone pipeline scientific, political or both?
* What is the timeline for actions that would slow carbon emissions? How do coal and natural gas compare in delivering safe energy?
* What is the future of solar energy in the United States? In the world?
* How could you compare the effectiveness and safety of these energy sources? Natural gas, coal, nuclear, solar and wind, oil/gasoline <http://www.321energy.com/>
* What is renewable energy? Non-renewable energy? What are the arguments for alternate sources of energy?
* What states are pioneers in legislating for climate change?
* What are the plans to mitigate and adapt to the effects of climate change?
* How might a carbon emissions agreement between China and the United States point the way to international cooperation? <http://www.reuters.com/article/2014/02/15/us-china-usa-climate-idUSBREA1E05320140215>
* How does the use of large amounts of money affect the balance of representative government? How is this issue connected to Citizens United Supreme Court decision? <http://www.publicintegrity.org/2012/10/18/11527/citizens-united-decision-and-why-it-matters>

**What’s the connection?**

**Constitution**

* [“Program on the Constitution, Courts and Legislation”](http://www.eli.org/environmental-governance/constitution-courts-and-legislation) *(Environmental Law Institute)*
* [“Supreme Court hearing arguments in case that deals with climate change, executive power”](http://www.usnews.com/news/business/articles/2014/02/24/climate-case-at-supreme-court-looks-at-epas-power) *(U.S. News)*

**Students**

* [“EIA: Energy Kids – Nonrenewable”](http://www.eia.gov/kids/energy.cfm?page=nonrenewable_home-basics) *(US Energy Information Administration)*

**Oregon**

* [“Oregon’s Lack of Snow Prompts Fears of Summer Drought”](http://www.opb.org/news/article/oregons-lack-of-snow-prompting-fears-of-summer-drought/) *(OPB)*
* [OnWard Oregon](http://onwardoregon.org/)
* [“Council Recommends Drought Declaration for 4 Oregon Counties”](http://www.opb.org/news/article/council-recommends-drought-declaration-for-4-ore-counties/?google_editors_picks=true) *(OPB)*

**THE EXTRAS**

**Pre-teaching, Extensions & Further Reading**

* [Renewable vs. nonrenewable energy pros and cons](http://renewablegreen.net/?p=124) (*RenewableGreen.net)*
* [Climate Change 2013: the Physical Science Basis](http://www.climatechange2013.org/) (*International Panel on Climate Change)*
* [Video: 60 years of climate change in 15 seconds](http://warincontext.org/2014/02/11/video-60-decades-of-climate-change-in-14-seconds/) *(War in Context)*
* [“Google Earth now shows Climate Change”](http://www.dailymail.co.uk/sciencetech/article-2552948/Google-Earth-shows-CLIMATE-CHANGE-Regional-temperatures-1850-added-mapping-service.html) *(Daily Mail)*

**Lesson Plans**

* [Should a clean and healthy environment be a constitutional right?](http://constitutioncenter.org/media/files/Environment-THW.pdf) (High School) (*Scholastic*)
* [Parents: Talk Climate Change with Your Kids](http:/www.huffingtonpost.com/neale-godfrey/parents-talk-climate-chan_b_4727292.html) *(Huffington Post)*



**Oregon State Social Science Standards/CCSS**

8.13. Explain how current and historical technological developments, societal decisions, and personal practices influence sustainability in the United States.

HS.19. Evaluate how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.

HS.20. Analyze the impact on physical and human systems of resource development, use, and management and evaluate the issues of sustainability.

HS.30. Analyze the roles and activities of political parties, interest groups and mass media and how they affect the beliefs and behaviors of local, state, and national constituencies.

HS.33. Explain the role of government in in various current events.

6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.

6-8.RH.9 Analyze the relationship between a primary and secondary source on the same topic.

9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

***We the People* Lesson Connections**

Middle School, Level 2

* Unit 6, Lesson 30: How might citizens participate in civic affairs?

High School, Level 3

* Unit 6, Lesson 34: What is the importance of civic engagement to American Constitutional Democracy?
* Unit 6, Lesson 37: What key challenges does the United States face in the future?