

# [ELA] Mini-Lesson: Resource Review – Sea Level Rise

This lesson comes from the *Story of Our Coasts* project– found in the *A Climate for Change Educator’s Toolkit*. Visit [www.hiclimatereviews.org](http://www.hiclimatereviews.org) to view the whole project.

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## Teacher Instructions:

In this lesson, students conduct a short research project. First, they pose questions about sea-level rise and then they explore the resources presented to build a deeper understanding of the topic. This lesson can be done independently or in small groups.

Review the resources in advance and generate example questions and highlight new vocabulary.

- [Rising Tides: Understanding Sea Level Rise](#) – NASA
- [Images of Change](#) – NASA
- [Quiz: Sea Level Rise](#) – NASA
- [NOAA’s Sea Level Rise Viewer](#) – National Oceanic and Atmospheric Administration
- [Hawaii Sea Level Rise Viewer](#) – Pacific Islands Ocean Observing System
- [Hawaii’s Sea Level Rise](#) – Sealevelrise.org
- [O’ahu Expert Says There’s No Way Around Sea Level Rise](#) – Hawaii Public Radio
- [Six Feet Above: Where to Draw the Line](#) – Sea Level Rise
  - Other resources that can be differentiated or used to deepen understanding:
    - [Sea Level Rise Vulnerability and Adaptation in Hawaii](#) – UH Sea Grant
    - [Hawaii’s Changing Climate](#) – SOEST (University of Hawaii School of Ocean and Earth Science and Technology)
    - [Waikiki Beach Sea Level Rise](#) – Business Insider
    - [Senate Bill 2381](#) – Hawaii State Legislature

## Standards + Rubric:

The following standard can be assessed during this mini-lesson:

### CCSS.ELA-LITERACY.W.8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Use the following single-point rubric to give feedback on, or assess, the assignment:

Standard/Content/Skill Being Assessed	Feedback for Improvement	Succeeding – Proficient	Feedback Where Work Exceeds the Standard
Conduct short research projects. (CCSS.ELA-LITERACY.W.8.7)  <i>Independent Research</i>		Conducted a short research project to answer a question. Used limited resources. Generated additional related, focused questions.	

## Student Handout:

*Follow the steps below to conduct a short research project on sea-level rise in Hawaii*

<p><b>Form 3 questions that you have about sea-level rise:</b></p>	<p><b>Explore some of the resources provided:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Rising Tides: Understanding Sea Level Rise</a> - NASA</li><li>• <a href="#">Images of Change</a> - NASA</li><li>• <a href="#">Quiz: Sea Level Rise</a> - NASA</li><li>• <a href="#">NOAA's Sea Level Rise Viewer</a> - National Oceanic and Atmospheric Administration</li><li>• <a href="#">Hawaii Sea Level Rise Viewer</a> - Pacific Islands Ocean Observing System</li><li>• <a href="#">Hawaii's Sea Level Rise</a> - Sealevelrise.org</li><li>• <a href="#">O'ahu Expert Says There's No Way Around Sea Level Rise</a> - Hawaii Public Radio</li><li>• <a href="#">Six Feet Above: Where to Draw the Line</a> - Sea Level Rise</li></ul> <p><b>Take notes from your research to answer your question:</b></p>
<p>1.</p>	
<p>2.</p>	
<p>3.</p>	