

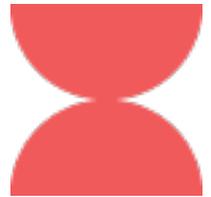
## Lesson: Sustainability & the 3Es (Economy/Equity/Environment) in the News

**Subject:** ELA, social studies, civics      **Grade Level Range:** 4-12      **Time:** 1-2 hours

**Lesson Summary:** Students will explore a selection of articles pulled from a recent newspaper or online source to identify and analyze the content for [“The Big Ideas of Sustainability”](#) in small groups. They will then choose one article to focus on, capture their findings and analysis on a poster, and present to the class. Ideally there would be a different article and “Big Idea” presented by each group. Students will then write a summary paragraph detailing their article's central idea, connection to a “Big Idea”, and provide textual evidence to support their analysis.



**Big Ideas of Sustainability:** Place, Cycles, Community, Fairness/Equity, Long- term Effects, Change Over Time, Equilibrium, Limits, Systems, Interdependence, Diversity, Ability to Make a Difference



**Essential Questions:** In what ways do how we live today impact how people live in the future? Whose story is it?

**Goals:** What “Big ideas of Sustainability” can you identify in these articles? What textual evidence do you have to support the ideas you identified? What is the article’s central idea? How do you know this? How does this article relate to the environment, equity and or economics?

**Materials:** A recent newspaper, or a selection of articles which reflect some of the “Big Ideas of Sustainability”. Students will also need poster paper, markers or colored pencils.

**Media Resources:** newsela.com, local newspapers, other sources

**Preparation:** Students will need to at least be somewhat familiar with the “Big Ideas of Sustainability” ahead of this activity. The teacher will need to have gathered appropriate articles to support across topic areas.

**Objectives:** Students will be able to explore a variety of texts and begin to make the connection between the “Big Ideas of Sustainability” and the events happening in their world currently. Students will be able to use their own interests and choices as much as possible to guide their decision making. Students will be able to utilize the appropriate social skills necessary to complete a given task with a variety of their peers.



**Pre-Activity Questions:** What are the “Big Ideas of Sustainability”? What are some examples of these ideas?

**Student Outcomes:** Students will be able to write a well organized paragraph summarizing a text’s central idea. Students will be able to connect current events with the “Big Ideas of Sustainability.”



**Classroom Activity:** Students will split into groups of 2-4 and given the materials. Students will be given time to explore the articles and choose one to focus on. Students will then read the article as a group and create their poster. Students will then present their findings to the whole class in a brief presentation. Students will then individually write the summary.

**Discussion or Reflection Questions:** Why did your group choose this particular article? Why does this issue matter to you? How do you see this issue impacting your future?



**EfS Extensions:** It would be great to have students get involved with a local issue that relates to the “Big Ideas of Sustainability”. Depending on the articles students are given or choose to explore students could select a local issue and begin work spreading information school wide and contacting local officials.

**Standards:** [CCSS.ELA-LITERACY.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.  
[CCSS.ELA-LITERACY.RI.7.2](#) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  
[CCSS.ELA-LITERACY.W.7.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.