

Assessment Answer Key

Let's Change Climate Change

Note to teachers: The assessment should be used not as a pass-or-fail unit test but as an opportunity to diagnose students' language arts and science comprehension, knowledge, and skills. We have designed it for students to have their copies of "Let's Change Climate Change" available for reference as they work on answering the questions. Please use the assessment diagnostically. With struggling readers, take the opportunity to review their answers individually. We hope that the answer key provides suggestions that will help you improve students' reading. The assessment also can be given aloud as part of a class discussion. Most of all, we hope the assessment—and the entire Audubon Adventures program—will develop students' appreciation for and enjoyment of the environment we share.

1. Correct answers: a, b, c, d. All of these statements about climate change are true and are explicitly stated in various places in the student magazine. Answers a and c are found on page 2 in "Scientists Study Birds to Learn About Climate Change." Answer b is in the first sentence on page 1. Answer d is found in the introductory paragraph to "People Power!" on page 3. Any wrong answer is likely the result of faulty comprehension or guessing. Reviewing these statements with individual students, small groups, or the whole class provides an excellent opportunity to explore the interdependence between and among parts of an ecosystem. For example, the fact that plants bloom and produce fruit earlier than normal may not seem to be a problem until it is linked with the life cycles—migration, reproduction—of animals.

2. Correct answer: c. The answer is found on page 2 in "Words for the Wise." Statements a, b, and d are contradicted by the text, though students may need to combine concepts stated in different places to recognize that. Statement a is a combination of ideas stated in the first paragraph on page 1 and in "Words for the Wise" on page 2. Answer b is found in "Words to the Wise" and in "What's Causing Climate Change?" on page 2. Option d is not stated directly in the text, but is implied by the contrast between the descriptions of fossil fuels and renewable energy sources in "Words for the Wise" on page 2. Getting this answer correct requires close reading as well as some higher-level comprehension and reasoning by students. It can be very helpful to review all of the statements in the context of the main ideas found in the student magazine.

3. Correct answer: b. Answering this question correctly is a good indication that students have understood the basic concept regarding the cause of climate change. The definition of greenhouse gases is found in the first paragraph on page 1 of the student magazine. The role of fossil fuels is found in "Words to the Wise" on page 2, and the two concepts are combined in "What's Causing Climate Change?" on page 2. The connection between fossil fuels,

greenhouse gases/carbon dioxide, and a warming climate is a key concept if students are to understand both the problem caused by and solutions to climate change—an issue that will undoubtedly be a major concern in their adult lives. That's why it might be worthwhile to reinforce this concept with a whole-class discussion that gives students the chance to articulate their understanding and their misconceptions.

4. Correct answer: a. The definitions of "weather" and "climate" are found in "Words for the Wise" on page 3. Statement b switches the definitions, so students who choose it may be simply guessing or reading too hastily. Statements c and d are simply wrong, though they may seem plausible to a student who doesn't recognize the correct answer and is guessing based on words that are used in the text. Understanding how climate is different from weather is key to understanding the evidence that tells us climate change is happening. This question can be a good springboard for further exploration of how scientists study and report evidence of climate change. Students could also undertake a project to examine the local climate using records available for the area over many years.

5. Answers will vary, but the key to look for is that students realize that they, their families, and their friends and neighbors—in other words, ordinary people—can take practical action to address the problems posed by climate change. Understanding what actions can be taken requires understanding the underlying causes of climate change and recognizing that climate change has negative effects on people and the natural world. "Kids Are Telling Leaders It's Time to Take Action" and "People Power!" on page 3 contain key information for answering this question. "What's Your Climate-Action Score?" is an activity that allows students to assess their own actions in this regard. For a class discussion, challenge students to think of the responsibilities of individual citizens, young and old alike, to help protect the planet and prevent environmental problems, and extend the discussion to how being responsible in this way helps not only individuals and the local community, but also the natural world and the entire community of people as well—a key civics concept.