RESTORING FORESTS
Planting trees is a way to bring back forests. But it has to be done the right way.

LEXILE: 950L (790L alternate reading level)
SOCIAL STUDIES (NCSS) STANDARD: People, Places, and Environments
COMMON CORE (CCSS) STANDARDS: RI.6-8.1, RI.6-8.3, RI.6-8.8, SL.6-8.1

6. B (RI.7)  7. Answers will vary. (W.8)

ENGAGE THE READER
Have students do a quick search online for plants and animals that are native to their area. Ask them to take note of species that have disappeared. Make a list as a class. Then ask: Which native plants and animals are still around? How do you think conditions have changed for these native species over the years, and why? How might these plants and animals help the local environment? How might your community restore the native species that have been lost?

QUESTIONS FOR CLOSE READING AND DISCUSSION
• Why is Aadya Joshi unhappy about the trees planted near Mumbai? What is her solution to this problem?
• Some efforts to replant forests have created more problems. How might this inform our efforts to protect the natural environment?
• Bernadette Arakwiye says, “People are a part of the environment.” What does she mean? Why is it important to include people in efforts to restore forests and other ecosystems?

EXTEND LEARNING
Encourage students to keep a nature journal with which they can observe the biodiversity in their area. They’ll need a pen for recording their observations and they’ll need pencils for sketching. To identify unfamiliar things, students may wish to use a magnifying glass and a camera.

Give the class time to observe a natural area—a garden, a forest or riverbank, or even their own backyard. Observations can take minutes or happen over several days. Students may sit, observing the plants and animals they see, or they might explore by overturning rocks and leaves. Additional research online can help them add to their field notes. Students should also draw a map of the area they observe, recording where each of the plants and animals they discover fits into the landscape. Afterward, ask: How has journaling changed your relationship with your environment?

COVER STORY QUIZ + ANSWER KEY
The cover quiz can be found on page 3 of this guide.
For the Google Forms quiz, click here.
REPAIRING THE PLANET

The Earthshot Prize aims to inspire new ideas and technologies for helping the environment and fighting climate change.

LEXILE: 1050L (900L alternate reading level)
SOCIAL STUDIES (NCSS) STANDARD: People, Places, and Environments
COMMON CORE (CCSS) STANDARDS: RI.6-8.3, RI.6-8.4, RI.6-8.5, RI.6-8.8

BEFORE READING

Open the lesson by inviting students to name some of the most pressing environmental issues we are facing today. Ask: How have these issues affected your everyday life? What are some possible solutions that could be explored? What would inspire people to take action to address these issues? Then, as students read about the Earthshot Prize, have them write down the ideas that were awarded a prize and why these ideas might have won. Encourage students to do more research on the Earthshot Prize and the winning ideas.

DISCUSSION QUESTIONS

• What is the purpose of Prince William awarding the Earthshot Prizes? Do you think his effort will be a success? Explain. Why might William be an effective advocate for environmental solutions?
• Review William’s quotes. What effect are his words meant to have? How can you tell?
• How are the winning ideas different from one another? Which one do you find to be the most interesting, and why?

GAME ON?

Board-game sales have gone up during the pandemic. But a shipping crisis could hurt the game industry.

LEXILE: 1060L (910L alternate reading level)
SOCIAL STUDIES (NCSS) STANDARD: Production, Distribution, and Consumption
COMMON CORE (CCSS) STANDARDS: RI.6-8.1, RI.6-8.3, RI.6-8.8, W.6-8.2

BEFORE READING

Ask: What is inflation? Have you or your family experienced an instance of inflation lately? Explain. (You may need to explain to students that inflation is a continuing rise in prices as the supply of goods and services declines.)

DISCUSSION QUESTIONS

• Why has demand for board games gone up? Why is supply low? How are supply and demand related?
• Why are companies that make games raising prices? Do you think this is a good business strategy? Explain.
• After reading the article, how would you explain the term global economy? What examples would you use?

CLOSING ACTIVITY

Challenge students to demonstrate their understanding of global economics using an illustrated timeline that follows a product from a farm or factory to the consumer’s home. First, have students research a product that has risen in price during the pandemic. Ask: Where does the product originate? How is it shipped? How has inflation affected demand for the product? The timeline should combine pictures and text, and it should draw information from the article and class discussion.
Use this week’s cover story, “Restoring Forests,” to answer the questions below. For questions 1–6, circle the letter next to the best answer. If you need more space to write your response to question 7, you may use the back of this page.

1. According to Aadya Joshi, planting native trees is essential to
   A. restoring biodiversity.
   B. cultivating eucalyptus trees.
   C. restoring forests for timber production.
   D. bringing back human populations.

2. According to the article, about 3 trillion of Earth’s trees remain. This statistic is meant to
   A. encourage the reader to support the growth of tree plantations.
   B. convince the reader that replanting forests is always a good idea.
   C. show the impact of forest restoration efforts.
   D. show how much of the world’s forests have been lost, to the detriment of ecosystems.

3. The example of Chile demonstrates that forests are often cleared for what purpose?
   A. to help indigenous communities
   B. to protect native species
   C. conservation projects
   D. business

4. Which of the following best states a central idea of the section “Restoration Done Right”?
   A. Tree plantations are worsening problems like soil erosion.
   B. Restoring forests protects food and water sources.
   C. About half of the world’s trees have been cut down.
   D. Farming practices often degrade the land, endangering food and water sources.

5. Which statement best reflects Joshi’s point of view at the end of the article?
   A. Ecosystems are resilient.
   B. Local communities must choose between food production and protecting the environment.
   C. Restoration efforts must balance ecology with human needs.
   D. Planting the right trees is central to the effort to fight climate change.

6. The photograph in the section “What Is Biodiversity?” is likely included in order to illustrate the idea that
   A. many frog species are endangered.
   B. plant and animal species depend on one another for survival.
   C. animals have acquired physical traits that help them blend into their surroundings.
   D. rainforests are valuable as a source of medicine.

7. How would you encourage people in your community to protect biodiversity?