

ACTIVITY 2: READ ABOUT WARMER WINTERS

While many people dislike winter weather—and for good reason—there are plenty of fun activities to do when it's cold and snowy in the Great Lakes. Lots of businesses depend on consistent snowfall and colder temperatures to operate in tourism-based winter economies. Now, warmer winters are threatening not just fun activities like ice climbing, but also the livelihoods of these businesses that depend on those activities. What are the costs of warmer winters?

In this activity, students will use a **Think Pair Square Protocol** for discussing what they will read about this very topic.

First, have students partner up and distribute the article [Warm winter changes — but can't stop — outdoor fun](#) by Danielle James of the *Capital News Service*. Allow time for students to individually read the article, and have them jot down three things they took away from the article using the **Rose Thorn Bud Protocol**—in their notebook or using the handout.

Then, give students time after reading to discuss the article that they read with their partner. Have students share their rose, thorn, and bud with each other, including how those points connect to each other. The pair should come up with a statement to summarize all of their article takeaways.

Next, have two student pairs join up, standing near each other to form the four corners of a square, to discuss the article and what they talked about in their pairs. Encourage them to come to a consensus about which point they found most important or interesting in the article.



Image Credit: Sandra Svoboda

Last, have each group craft a summary statement of the most important point from their discussion and ask for a volunteer in each group to share that key point with the whole group. As student groups share their most important point, record their ideas on the board and have students copy the list of student ideas down into their notebooks. Once the shareout is complete, ask students to return to their groups and discuss one last question based on the article:

In what ways do warmer winters pose a threat to activities such as ice climbing?

After giving the groups some time to discuss this question, invite conversation from the whole group to see what consensus can be reached. Be sure to encourage students to support their claims with evidence and reasoning as they discuss in the whole group.

Teaching Tip:

If the reading level of the article is going to be tough for some students to read individually, have partners or small groups read the article together aloud while each follows along.