

**LP 5****Science Consensus and the Climate Change Debate**

# of Days	2		
Prior Knowledge	Students will have attained a basic level of the science behind global warming. Students will also likely have been exposed to elements of the global warming debate through various media sources.	California English-Language Arts Content Standards	Reading 2.8 Listening and Speaking 1.11, 1.12, 1.13
Lesson Objective	Students will be able to identify elements of scientific consensus making and analyze debates about the validity of global warming claims.	Language Goals/Demands	Teachers must be prepared to moderate discussions and arguments that may have deep seeded values based on political, religious, or social identities
Lesson Assessment		Changes for Next Time	
California State Science Standard	Investigation 1.I, 1.m		
Materials Needed	Video Projector, Laptop or Computer with Connection to Internet	What Worked Well	
Time	Student Learning Task or Activity	Teacher METHOD or Activity	
<b>Day 1</b>			
25 min	Preponderance of Evidence Activity - Students should be divided into groups. There are 8 different cards. Students will review the cards for their group, discuss the evidence, and then listen/give presentations and take notes on all the other evidence.	GROUPWORK 5.1.1 Preponderance of Evidence.ppt (to use as resource cards) 5.1.2 Preponderance of Evidence Activity Card 5.1.3 Preponderance of Evidence Graphic Organizer Pkia Video, <a href="http://www.youtube.com/watch?v=QVJuRgil0wQ">http://www.youtube.com/watch?v=QVJuRgil0wQ</a> or search for dam cute pika	
15 min	A Process of Science - Teacher presents and discusses the process of science, scientific consensus, science in policy, and political interference in science.	PRESENTATION 5.1.4 Process Science SLIDES	
5 min	Video of Commercial on Carbon Dioxide - Teacher plays video without much of an introduction. After viewing the video, the teacher asks for initial impressions.	VIDEO 5.1.5 Video clip for RealPlayer <a href="http://www.factcheck.org/article395.html">http://www.factcheck.org/article395.html</a> has the video as a download <a href="http://www.youtube.com/watch?v=7sGKvDNdJNA&amp;feature=player_embedded">http://www.youtube.com/watch?v=7sGKvDNdJNA&amp;feature=player_embedded</a>	

10 min	Students work in groups to analyze the commercial using the transcript and questions on a task card.	GROUP WORK 5.1.6 Transcript of commercial 5.1.7 Task card for student analysis
<b>Day 2</b>		
3 min	Bellwork: Perhaps you have heard debates about global warming. Write down different arguments that you have heard in the media about global warming.	INDIVIDUAL SEAT WORK
5 min	What are some of the major debates over global warming that you wrote down for bellwork? - Have students share what they have heard and where they have heard it. Write some of these ideas on the board and note the sources. - Tell students that they will be watching segments from a video called "The Global Warming Swindle". On their handout, they will be asked to write down some of the major arguments that the video makes. They can also write notes about what they think about the argument to the side as they will be talking about these in groups after the video.	TEACHER-LED DISCUSSION
20 min	Watch Global Warming Swindle Parts 1 & 2 - Use the note guide to write down the major arguments that the movie makes.	WATCH VIDEO Student Handout 5.2.1: Video Guide Part 1 Link: <a href="http://www.youtube.com/watch?v=6TqqWJugXzs">http://www.youtube.com/watch?v=6TqqWJugXzs</a> Part 2 Link: <a href="http://www.youtube.com/watch?v=L5rGpDMN8lw&amp;NR=1">http://www.youtube.com/watch?v=L5rGpDMN8lw&amp;NR=1</a>
8 min	Teacher-led Discussion - Based on your note guide, what are some of the major arguments that the film makes? - What are their sources of evidence? - What is your response to these claims?	TEACHER-LED DISCUSSION
14 min	Watch the Global Warming Debate Rebuttal	WATCH VIDEO Part 1 Link: <a href="http://www.youtube.com/watch?v=lljGynF4qkE&amp;feature=related">http://www.youtube.com/watch?v=lljGynF4qkE&amp;feature=related</a> Part 2 Link (only need to watch first few minutes): <a href="http://www.youtube.com/watch?v=goDsc9laSQ8&amp;feature=related">http://www.youtube.com/watch?v=goDsc9laSQ8&amp;feature=related</a>

6 min	Class Discussion How did both of the films use evidence? What kind of experts can you trust? What must you think about when viewing media critically about climate change?	TEACHER-LED DISCUSSION
HW	Review Mitigation Strategy Wedges Table	