

## Details

- 🌐 Arctic
- 🕒 Less than a week
- ✅ Download, Share & Remix
- ✍ Middle School and Up

# Global Climate Change; Fact or Fiction

## Overview

There are a lot of articles about global climate change, some of them are based on science and data while others are based on opinions. This lesson will promote critical thinking about global climate change. Students will research articles that are about climate change, summarize the article, and decide if the article provides evidence (facts) or is composed of opinions.

## Objectives

- Students will use the internet to find articles about global climate change.
- Students will read and summarize the article in a short paragraph.
- Students will decide if the article is based on fact or opinion.

## Lesson Preparation

Introduce the student's to climate change.

## Procedure

1. Discuss with the student's concepts about global climate change.
  - Read the "Global Warming; News, facts, Causes & Effects" from <http://www.livescience.com/topics/global-warming?type=article>
  - Go on to discuss how people are still trying to decide for themselves if the climate is changing. Ask questions like;
    - ◇ "Why do we care if the climate is changing or no?"
    - ◇ "What is there to gain or lose if the climate is changing?"

## Materials

- Access to the internet
- <http://www.livescience.com/topics/global-warming?type=article>
- Global Climate Change; Fact of Fiction worksheet
- Global Climate Change; Rubric



2. Distribute handout.
  - Have student log onto computers
  - Answer questions on the hand out
3. Provided time and support as needed.
4. Gather assignments and review them with the class.
5. Revisit the questions;
  - ◇ “Why do we care if the climate is changing or no?”
  - ◇ “What is there to gain or lose if the climate is changing?”
  - Ask the students to support their answers with facts from their reading.
  - Provide time for them to gather facts that support their answers.

### **Extension**

NA

### **Resources**

<http://www.livescience.com/topics/global-warming?type=article>

<http://www.livescience.com/55878-human-driven-warming-began-200-years-ago.html>

<http://www.livescience.com/55469-2016-could-be-hottest-year-on-record.html>

### **Assessment**

Rubric Attached

### **Author / Credits:**

Tim Wight at River City Academy in Soldotna, Alaska created this lesson plan as a capstone project for the 2016 teacher training course entitled: Climate Change: Seeing, Understanding, and Teaching, held in Denali National Park. The course is facilitated by the Arctic Research Consortium of the U.S. (ARCUS) in partnership with Alaska Geographic and the National Park Service.

### **File Attachments**

Global Climate Change; Fact of Fiction worksheet

Global Climate Change; Rubric

### **Standards**

MS-ESS3 Earth and Human Activity



MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century

F1—Cultural, Social, Personal Perspectives, and Science

SF Students develop an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives.

The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by [7] SF1.1-SF3.1 investigating the basis of local knowledge (e.g., describing and predicting weather) and sharing that information (L). Cross referenced with SA3.1.