### LP 6

**Science Consensus and the Climate Change Debate**

<table>
<thead>
<tr>
<th># of Days</th>
<th>2</th>
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<tbody>
<tr>
<td>Prior Knowledge</td>
<td>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.</td>
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<tr>
<td>Lesson Objective</td>
<td>Students will be able to identify elements of scientific consensus making and analyze debates about the validity of global warming claims.</td>
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<tr>
<td>Lesson Assessment</td>
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<tr>
<td>California State Science Standard</td>
<td>Investigation 1.l, 1.m</td>
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<tr>
<td>Materials Needed</td>
<td>Video Projector, Laptop or Computer with Connection to Internet</td>
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**Time** | **Student Learning Task or Activity** | **Teacher METHOD or Activity** |
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<tr>
<td><strong>Day 1</strong></td>
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| 25 minutes | Preponderance of Evidence Activity  
- Students should be divided into groups. There are 10 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  
6.1.1 Preponderance of Evidence.ppt (to use as resource cards)  
6.1.2 Preponderance of Evidence Activity Card  
6.1.3 Preponderance of Evidence Graphic Organizer  
Pika Video at http://www.youtube.com/watch?v=QVJuRgili0wQ or search for dam cute pika |
| 15 minutes | A Process of Science  
- Teacher presents and discusses the process of science, scientific consensus, science in policy, and political interference in science. | PRESENTATION  
6.1.4 Process Science Slides |
| 5 minutes | 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  
Play 6.1.5 Video clip for RealPlayer  
http://www.factcheck.org/article395.html has the video as a download  
http://www.youtube.com/watch?v=7sGKnDnJNA&feature=player_embedded |
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<tbody>
<tr>
<td>10 minutes</td>
<td>Students work in groups to analyze the commercial using the transcript and questions on task card.</td>
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**GROUP WORK**
See 6.1.6 Transcript of commercial
Use 6.1.7 Task card for student analysis

**Day 2**

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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>3 min</td>
<td>Bellwork: Perhaps you have heard debates about global warming. Write down different arguments that you have heard in the media about global warming.</td>
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**INDIVIDUAL SEAT WORK**

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| 5 min | Teacher-led Discussion
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**

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<th>Time</th>
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| 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 6.2.1: Video Guide
Part 1 Link: http://www.youtube.com/watch?v=6TqqWJugXzs
Part 2 Link: http://www.youtube.com/watch?v=L5rOpDM8Iw&NR=1

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| 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**

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<th>Time</th>
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<tr>
<td>14 min</td>
<td>Watch the Global Warming Debate Rebuttal</td>
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**WATCH VIDEO**
Part 1 Link:
http://www.youtube.com/watch?v=IljGynF4qKE&feature=related
Part 2 Link (only need to watch first few minutes):
http://www.youtube.com/watch?v=goDsc9laSQ8&feature=related
| 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 |
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<tr>
<td>HW</td>
<td>Read strategy wedge table to prepare for mitigation wedge activity</td>
<td>7.1.4 Wedge Strategies Table</td>
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