Teacher(s): Maggie Dewey

Grade(s): 4

Subject(s): Science; Language Arts

Title of Lesson: Global Warming (Climate Change)

Learning Objectives: Identify ways in which plants and/or animals (including humans) can impact the environment both helpful and harmful.

Standards Addressed:
Big Idea 1: The Practice of Science
SC.4.N.1.1.
Raise questions about the natural world, investigate them in teams and generate appropriate explanations based on those explorations.

Lesson Outline:
I. Intro Climate Change (Global Warming)  
   - edited.com "Earth's giant game of Tetris - Joss Fong

II. Lesson Presentation/Information  
   *Human Impact Interactive Unit*  
   - Stephanie Elkowitz
   a. Ch. 10 - Global Warming
   b. Ch. 11 - Evidence of Global Warming
   c. Lab: Outcome of polar ice melt

III. Reflection Questions  
   a. Why is it important for Earth to be warm?  
   b. Why could this lead to warm. What could happen?
C. How do humans contribute to increased levels of greenhouse gases?

Systems thinking connection (learning habits and/or tools used):

- Big picture
- Consequences
- Successive (trying a solution-assessing results)
- Assumptions

Learning Strategies:
- Active listening
- Collaborative learning
- Small group learning

Science Concept(s):
- Global warming

Humanities Concept(s):
- Why should we try to come up with solutions for global warming? How does this affect all? How does this affect me?

Student Assessment Strategies:
- Group presentations
- Facts quiz
- Written reflection (with evidence)

Benefit to my students:
- Increase knowledge and awareness of global warming

Resources and Materials (supplies needed for activities):
- Tub, clay, ice
- Worksheets for Venn; manipulatives