



HUMANITIES AND THE SUNSHINE STATE

TEACHING FLORIDA'S CLIMATES
In partnership with the Florida Humanities Council

JUNE 19-23, 2017 GAINESVILLE, FLORIDA

ACTION PLAN TEMPLATE

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)

- ed.ted.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

- over -

A. Why is it important for Earth to be warm?

B. If Earth becomes too 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
climate change

Assumptions

Consequences

Successive
(trying a solution - assessing results)

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.