



HUMANITIES AND THE SUNSHINE STATE

TEACHING FLORIDA'S CLIMATES

In partnership with the Florida Humanities Council

JUNE 24-28, 2019 UNIVERSITY OF FLORIDA

ACTION PLAN

Teacher(s): Martha Warwick

Grade(s): 9-10

Subject(s): English

Title of Lesson:

Don't Believe in Climate Change? Well, How About Protecting the Environment?

Learning Objectives:

Students will understand the difference between weather and climate. Students will understand how to use rhetoric to advance a point of view. Students will research and evaluate arguments for and against climate change. Students will collaborate as a group to research and create a Public Service Announcement (PSA) using both visual rhetoric and persuasive language on the importance of protecting the environment.

Standards Addressed (if applicable):

LAFS.910.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.910.RI.2.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

LAFS.910.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

LAFS.910.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LAFS.910.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Lesson Outline:

1. Introduce the topic of Climate Change with Speed Dating Activity. Project each of the six questions on the screen, one at a time, and give pairs one minute to talk about each.

Questions:

- What's the difference between weather and climate?
- What do you know about climate change?
- Why do many people believe that climate change is a threat?
- Why do others not believe in climate change?
- If people don't believe in climate change, how might they be persuaded to consider that it's real?
- What are some things you could do to mitigate harm to the environment?

2. Share out whole class the results of Speed Dating Activity.

- Share out by writing the ideas on the white board

OR

- Create a Gallery Walk with each question written on Chart Paper and placed around the room. Have students circulate in a small group to each station and write their ideas on Post-Its. As they move from station to station, read what others have posted and add new ideas to each question.

3. Analyze political cartoons on Climate Change (link below): Give each group a different political cartoon to analyze, answering the following general questions, or you could create your own questions specific to the cartoon:

- What do you think the cartoonist is trying to say about climate change?
- How do you know? Visual rhetoric? Caption? Both?
- How effective is the message? Why or why not?
- Is the cartoonist's position based on factual evidence?

4. Read *Upfront* article on overview of climate change and discuss (small groups).

- Read article (link included in materials)
- Answer questions in group and then discuss whole class (link included in materials)

5. Climate Change Research (small groups)

- Each group researches one of the areas that can lead to climate change or that is a result of climate change. Groups should also research the opposing viewpoint in order to refute counterclaims to their position.
- Each group should be working on a different topic.
- Each group will present their findings to the class in the form of a Google Slide Show.

- Presentation should identify the topic of research, explain how or why the topic contributes to or is a possible result of climate change, provide multiple examples of reliable evidence for the claim, provide counterclaims and refute them with reliable evidence, include visual elements that support the evidence such as charts, graphs, before/after pictures ect.
- Some areas of research could include the following: flooding, drought, extreme weather, sea level rising, loss of species, migration, greenhouse gases, human activity

6. Brainstorm ways to get more people involved in protecting our environment

- Brainstorm in small groups and then each group shares out whole class.
- These ideas could play into use for the PSA

7. Create a PSA on protecting the environment with the idea of hooking in those who might be opposed to the idea of climate change.

- PSA should be 1 minute in length
- PSA should have a title
- PSA should focus on the area of your group's research
- To hook in your audience, think of ideas that have universal appeal in order to get skeptics on board.
- PSA should include a call to action

Learning Strategies:

- Brainstorming
- Collaboration
- Gallery Walk
- Visual analysis
- Digital Media

Science Concept(s):

- Understanding the difference between weather and climate
- Understanding how climate impacts the environment

Humanities Concept(s):

- Argument writing/Rhetorical techniques
- Research
- Oral presentation

Technique(s)/Resource(s) Incorporated from Teaching Florida's Climates Workshop:

- Speed Dating activity
- Political cartoons (adapted)

Student Assessment Strategies:

- Student oral presentations of area of climate research project.
- PSA on the importance of protecting our environment (with an emphasis on how climate plays into it)

Benefit to my students:

Learn about climate change and its impact on the environment. Work together collaboratively. Speak in front of an audience. Analyze and use visual rhetoric as well as persuasive language to persuade. Take the viewpoint of others into consideration when communicating.

Resources and Materials (supplies needed for activities):

- Computers w/Internet access
- Chart paper
- Post-Its
- Markers
- Projector or White Board
- SIRS Researcher Pro/Con
- Link for climate change cartoons:
<https://www.usnews.com/news/cartoons/2019/02/01/cartoons-on-climate-change-and-global-warming>
- Link for Upfront Climate Change article
https://docs.google.com/document/d/1M4etSF9YoikclXSa9vHP1_BZeFbDTOdpm227quv5xJ0/edit
- Link for Climate Change article questions
<https://upfront.scholastic.com/content/dam/classroom-magazines/upfront/issues/2017-18/051418/p10-13-climate/UPF-051418-Qs-Climate.pdf>

Extensions:

Students could write an editorial to the newspaper that relates to their area of research.

Students could create their own political cartoons that apply to their area of research.