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NRES
Spencer High School
High School Social Studies

Global Warming

KEEP Activity: *Viewpoints*

Concepts: quality of the environment and quality of life.

Other Resources: Internet

Unit Goals

- Provide an overview of the theories behind global climate change
- Identify at least two different viewpoints about global climate change
- Write an objective paper about the opinions of different people involved in the global climate change debate

Unit Summary

This unit will involve students using and developing research skills to learn about and understand various concepts dealing with global warming. Global warming is seen as a debatable topic in the political realm. It is important for students to learn how to research such topics and make decisions for themselves.

Rationale:

I believe it is important for students to have a full understanding of political issues. The concept of global climate change is often discussed in science classes. However, it can also be discussed in a social studies setting. This issue is one that divides many of our nation's leaders. These leaders are chosen by our voting public. It is essential for our voters to be educated about all political issues when voting for their representatives.

Day 1: Introduction to Global Warming

Objective: Provide an overview of the theories behind global climate change and Identify at least two different viewpoints about global climate change

Procedure:

- The class will complete a KWL (brainstorming activity) regarding global warming.
- Separate global warming brainstorming into 2 categories
 - Global warming is caused by and can be controlled by humans
 - Global warming is cyclical and little can be done by humans to change the current cycle
- KEEP's *Viewpoints* Lesson plan can be used for this day.
- Students will write a brief compare and contrast essay about the two major view regarding global warming

Days 2-4: Global Warming Research

Objectives: Provide an overview of the theories behind global climate change, identify at least two different viewpoints about global climate change, and write an objective paper about the opinions of different people involved in the global climate change debate

Procedure:

- Students will use the internet to research both major viewpoints regarding global warming.
- Students will write a 2-4 page persuasive essay arguing which side they agree with.
- Students must make three major points, as well as, create a counter argument for a major point by the opposing side.
- Students should refer to KEEP's *Viewpoints* Lesson plan to help with their research.

Day 5: Students will present their information in a classroom discussion. Students will be awarded points based on participation.

** A Rubric for grading the essay is attached.

Persuasive Essay : Global Warming

Teacher Name: **Mr. Gorst**

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Sources	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.	

Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	
Capitalization & Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	