

## Activity 4.4: Reflecting on What I Learned About Climate Change

### Grades 5-6

**Description:** Students first retake the Global Climate Change Survey they took at the beginning of Unit 1 and compare their answers. Students then look back on their portfolios and reflect on what they have learned about climate change over the course of the curriculum.

#### Materials

- Student portfolios
- Climate change survey
- Questions handout
- Pens or pencils.

Total Time: One 45-minute class period

#### **National Science Education Standards**

A .1.f Science as Inquiry, Understandings about scientific inquiry. Science advances through legitimate skepticism. Asking questions and querying others explanations is part of scientific inquiry. Scientists evaluate explanations proposed by other scientists by examining evidence, comparing evidence, identifying faulty reasoning, pointing out statements that go beyond the evidence, and suggesting alternative explanations for the same observations.

#### **AAAS Benchmarks**

12A/E2\* Offer reasons for claims and consider reasons suggested by others. The main point to stress is that for any given collection of evidence, it is usually possible to invent different explanations, and it is not always easy to tell which will prove to be best.

#### **Procedure:**

- 1. Have students repeat the original climate change survey (Unit 1).
- 2. Hand back the students' climate change portfolios, or ask the students to take them out if the students have been responsible for keeping their own portfolios. They should also look at any journal entries they have written regarding climate change. Give students 10-20 minutes to look through their materials before writing anything down. Tell them: "Your job is to look through your portfolio to determine what you have learned over the course of our climate change units."
- 3. Hand out the sheet "Review and Reflection: What I learned about Climate Change," and allow students time to work on their reflections.
- 4. Have a discussion with the students about what they learned over the course of the unit, and what pieces of information they think will be most lasting for them.

#### Assessment

1. Have students review all of their portfolio materials and worksheets, including their persuasive essay from Unit 2. Students will use their materials to either write a letter to their senator or congressman or create a public service announcement:



- a. Writing a letter to their senator: The letter should explain their position on climate change, using data to support their position, and suggest ways that the state could lessen its impact on the climate.
- b. Public Service Announcement: Create a video, pamphlet, or poster that demonstrates in a clear and imaginative form their commitment to tackling climate change. The messages should identify current evidence for climate change and green tips to help with climate change.



Name		Date:	Room:	
Global Climate Change Survey				
1. When people talk about cl	imate change, what do	o you think they a	re talking about?	
2. How worried are you about concerned you are.)	ut climate change? (Ci	ircle the answer the	nat best describes how	
Not worried at all	Slightly worried	Worried	Very worried	
3. Do you think the climate has always been the way it is now? 50 years ago? 1 million years ago? Please explain your answer.				
4. Please list five things that you can think of that could cause global climate change.				
a b		d		
c		e		

5. What evidence have you heard for or against climate change?

6. Should we try and stop global climate change? Please explain.

# CHICAGO BOTANIC GARDEN

Name	_Date:	Room:		
<ul> <li>7. Where do you get most of your information about important, mark 2 by the second most importantTalking with friends/familyPrint media (newspapers, magazines)Mass media (TV and radio)</li> </ul>	, down to 5 as	the least important) Internet		
8. If global climate does change, do you think it will have a direct influence on your life? (Circle one)				
Yes	No			
<ul> <li>9. Put a check next to anything you think <u>CAUSES</u></li> <li>Changes in temperature</li> <li>More greenhouse gases in the atmosphere</li> <li>Deforestation (cutting down forests)</li> <li>Volcanoes</li> <li>Changes in the amount of precipitation (rain/snow)</li> </ul>	Extin Conti Coal/	ction of plants and animals inental drift (moving continents) oil burning production/Food choices		
<ul> <li>10. Put a check next to anything you think is an <u>EFF</u></li> <li>Changes in temperature</li> <li>More greenhouse gases in the atmosphere</li> <li>Deforestation (cutting down forests)</li> <li>Volcanoes</li> <li>Changes in the amount of precipitation (rain/snow)</li> </ul>	Extin Conti Coal/	ction of plants and animals inental drift (moving continents) oil burning production/Food choice		



 Name:
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 Date:
 Room:

## Review and Reflection: What I Learned About Climate Change

1. Have you changed your mind about anything from the original climate change survey? Why or why not? If yes, what made you change your mind?

2. Look back at the letter you wrote to the government official in Activity 2.5. Do you still feel the same way, why or why not?

3. Look back on the causes and effects of climate change chart. What would you add or change about the chart?

4. What has been the most important thing you learned? Why?



5. What from these units do you think you will remember next year? What from these units do you think you will remember in five years?

6. Will you make any changes in your life based on what you learned from these units? If yes, what will you change and why? If no, why not?

7. Please add any additional comments or reflections you have on these units: