



## 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:



CHICAGO BOTANIC GARDEN

- 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 climate change, what do you think they are talking about?

2. How worried are you about climate change? (Circle the answer that best describes how concerned you are.)

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. \_\_\_\_\_

d. \_\_\_\_\_

b. \_\_\_\_\_

e. \_\_\_\_\_

c. \_\_\_\_\_

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

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





