

## Unit 5 Lesson Plan developed for Grade(s) 6-8

**Title:** *Global Climate Projections*

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**Applies to Lesson(s)** 14 from <http://cimss.ssec.wisc.edu/climatechange/>

**Objective:** *Students will be able to identify the main threats to each continent if climate change is to continue as it has been.*

**Total Time Expected:** 1 hour

### **Overview:**

- *Student groups will be assigned a region to study.*
- *Students will work on answering questions on their region.*
- *Students will present their findings to the class.*

### **Sequence:**

1. *Students will be divided into 9 groups. Each group will be assigned one of the regions from the Climate Projections by Continent slide, found at <http://cimss.ssec.wisc.edu/climatechange/regionalCC/lesson14/concepts.html>, to research.*
2. *Groups will study a print out of the slide that corresponds to their region to gather background information that will help guide their computer research.*
3. *Groups will be assigned questions for their region that need to be answered and shared with the class in an informal oral presentation.*
4. *Groups will go to the computer lab to find other information about the effects of climate change on their region.*
5. *Groups will present their findings to the class.*

### **Questions asked of the groups:**

1. *List at least three issues that are projected to arise in your region due to climate change.*
2. *How will these issues affect the people living in the region and the geography of the region.*

### **Supplies or references required:**

- *Print outs of slides from the Climate Projections by Continent slide show*
- *Access to a computer lab*
- *Copies of research tables*
- *Research table answer key attached as a separate document.*

### **National Science Standards addressed:**

**THINK CRITICALLY AND LOGICALLY TO MAKE THE RELATIONSHIPS BETWEEN EVIDENCE AND EXPLANATIONS.** *Thinking critically about evidence includes deciding what evidence should be used and accounting for anomalous data. Specifically, students should be able to review data from a simple experiment, summarize the data, and form a logical argument about the cause-and-effect relationships in the experiment.*

**RECOGNIZE AND ANALYZE ALTERNATIVE EXPLANATIONS AND PREDICTIONS.** *Students should develop the ability to listen to and respect the explanations proposed by other students. They should remain open to and acknowledge different ideas and explanations, be able to accept the skepticism of others, and consider alternative explanations.*