

Lesson 4 (Two 45-minute class periods)

Lesson Goal: Students will be able to promote different electricity sources and think critically about claims made about different electricity sources

Lesson Objective:

- Students will be able to explain the process of lobbying.
- Students will be able to promote a source of electricity generation using data and scientific reasoning.
- Students will be able to critically examine statements made about electricity generation using data and scientific reasoning
- Students will create a plan to update Iowa's electrical grid to meet the rising demand of electric vehicles in the future. The plan must address economic, environmental, and societal issues.

Lesson Notes:

Introduction

Explain the process of lobbying to students. Britannica explains lobbying as: any attempt by individuals or private interest groups to influence the decisions of government. In small groups have students whiteboard answers to the following questions and then have them share out the to class.

- 1) What are some potential benefits of energy companies lobbying the government?
- 2) What are some potential drawbacks of energy companies lobbying the government?

Lesson Body

Part 1: Preparing for the lobby

Arrange the class into 6 groups and randomly assign them a type of electricity generation to lobby for (coal plant, nuclear plant, natural gas plant, wind farm, solar array, hydroelectric dam). Each student should fill out the [Electricity Lobby Workbook](#) as preparation for the lobby and to help them guide their presentation to the class.

Part 2: Lobbying for their electricity source.

Student groups will take turns presenting their type of generator to the class and “lobbying” for the class to choose it as the best option. After the presentation, students can then ask questions to the lobby group or challenge any claims they made. Lobby groups should be able to back any claims up with good sources. Students who are not lobbying should be taking notes in their Electric Lobby Workbook during the presentations and generating questions to ask after the presentation.

After all lobby groups have presented and taken questions/challenges, have students vote on what they think is the best. Let students discuss what they think is the best choice for Iowa to use to meet the growing electricity demand in Iowa due to the future growth of electric vehicles.

Have the class vote on the top two types and defend their choices. When finished, students are to write a formal proposal concluding the unit.

Helpful resources

- Alternate lesson focusing on energy sources in general and their pros and cons: [Great Energy Debate](#)

- Tips for lobbying in case students want to try lobbying for a cause in real life:
https://www.mamhca.org/assets/1/7/How_to_Lobby_MA.pdf