

Strand 8.4	Standard 8.4.4 Episode 5	Anchor Phenomena There are factors that affect regional climates and global temperatures.
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Title Episode 5 (Optional extension) Research on Effects of climate change	Time 2-3 45 minute periods (depending on how much you want them to do for their projects)	CCCs <u>Cause and effect</u>	Practices Obtaining, evaluating and communicating information.
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Episode Snapshot

Students will pick one of the effects of climate change and **obtain and evaluate information** to research deeper into the causes of it and how it is going to affect people, ecosystems etc. They will propose what may have to change to deal with the problems that are going to be faced with these changes.

Gathering

Give students the topics that students could research in regards to effects of climate change on the earth. Ask students to **obtain information** through research more on these topics and prepare a presentation for the rest of the class. Have them start at the NASA website which has information on most of these topics

<http://climate.nasa.gov/effects/> then have them try and find other information to add to the information.

- Frost free growing seasons <http://climate.nasa.gov/effects/>
- Precipitation patterns will change <http://climate.nasa.gov/effects/>
- Droughts and heat waves <http://climate.nasa.gov/effects/>
- Hurricanes <http://climate.nasa.gov/effects/>
- Arctic Ice <http://climate.nasa.gov/effects/>
- Acidification of Oceans <http://climate.nasa.gov/news/13/climate-change-seeps-into-the-sea/>
- Flooding sea level increase <http://climate.nasa.gov/effects/>

Reason: Students should focus on what is causing the change, what exactly is changing, how extreme the change is, and should reason and explain what problems are being caused or will be caused in the future by this change. Have students propose an idea for a possible change that may have to be made if the climate change continues.

Communicate: Students will create some type of presentation to **communicate** the information and reasoning with their fellow students. Have the students present either through a poster walk through (students have their information on a poster and students respond to each poster) or a verbal presentation in front of class or the group, or sharing jigsaw style so that each presentation group has people who had different research topics than their own. There are many options for sharing do what works best with the students in your class.

Assessment: Students will be presenting their project information. Teacher should be looking for in their presentation an	Materials, resources, handouts, etc: Computers to access the website http://climate.nasa.gov/effects/ or printed out
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understanding of what is causing the problem and what is the effect of the problem either on people or the environment.

information from the website.
Supplies that they may need for a presentation ie posters, computers for digital presentations etc.