**The Great Climate Change Debate**

**GRADE 8 – IB MYP HUMANITIES Unit 1**

**Weather and Climate**

**Global Context: Scientific and Technical Innovation**

**Key Concept: Change**

**Related concepts: Patterns and Trends**

Learning Outcomes: Analysis of the evidence of changing climate patterns

**Your task** is to prepare a 2 minute speech from the perspective of your character for a class debate on climate change by completing an inquiry cycle template.

The debate provocation is:

**The US government should do more to limit the effects of climate change**

How will the debate work?

* Half of the class will agree with the provocation and half will disagree
* You will be assigned a character with a partner
* The debate will be held in the United Nations building in New York and your goal is to either persuade or dissuade the US government to take more action on climate change.

**Supporters of the provocation**

Environmentalist

Paris Climate Change negotiator

Chinese Solar Technology Business Owner

Dakota Access Pipeline protester

Hurricane Survivor from Caribbean region

Tesla Giga Factory Expert

**Characters against the provocation**

Coal Miner

Car Sales Person for Conventional cars

Skeptical scientist

Lobbyist

US politician against the Paris Climate Change Agreement

To prepare for the debate you need to complete this template for the inquiry cycle. You need to submit this with your two minute speech for assessment.

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| The Inquiry Cycle |
| Preparation |
| Start by writing a 100 word bio about your character. Include..  Name:  Where they live:  The job they do:  Position in debate:  Reasons for their opinion on climate change:  Any other relevant details: |
| Research |
| 1. Make a list of questions or facts or points that you need to research in this box. 2. Find out the information and record it in this box 3. Evaluate the quality of your sources as you go and only use quality academic sources 4. Sort the information in this box into headings or key arguments 5. Link all of your points to the source of information 6. Provide a reference list in APA with between 5 and 7 sources |
| The speech |
| 1. What are your main points or arguments? 2. Do these points reflect the perspective of your character? 3. What evidence or research are you going to use to support your points? 4. What persuasive language are you going to use? 5. Does the speech last for 2 minutes? |
| Preparation for the debate |
| 1. Make a list of arguments that might be used against you 2. Write down some points to rebut these arguments 3. Prepare two questions that you can ask to others on the opposite side of the debate |
| Reflection |
| 1. Reflect on your preparation: what could you have done better or differently? 2. Reflect on your participation: what could you have done better or differently? 3. Reflect on your understanding of climate change: what do you think about climate change now that you didn’t think before? What has changed in your understanding eg climate change? |

Rubric:

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| Criteria | Task Specific Clarification | Debate |
| 1. Knowledge and Understanding | | |
| 1-2 | ii. demonstrates basic knowledge and understanding of **climate change** through limited descriptions and/or examples | * Accurate factual knowledge * Appropriate points for the character represented * Points are described, explained and supported by accurate examples |
| 3-4 | i. demonstrates satisfactory knowledge and understanding of **climate change** through simple descriptions, explanations and examples. |
| 5-6 | ii. demonstrates substantial knowledge and understanding of **climate change** through descriptions, explanations and examples. |
| 7-8 | ii. demonstrates detailed knowledge and understanding **climate chang**e through developed and accurate descriptions, explanations and examples. |
| 1. Investigating | | |
| 1-2 | iii. collects and records limited or sometimes irrelevant information | * Research uses quality sources * Research notes are well organized * Research is clearly connected the character and the position in the debate |
| 3-4 | iii. uses a method(s) to collect and record information which is somewhat relevant to the role you are playing in the debate |
| 5-6 | iii. uses methods to collect and record appropriate information which is mostly relevant to the role you are playing in the debate |
| 7-8 | iii. uses methods to collect and record appropriate and varied information which is relevant to the role you are playing in the debate |
| 1. Communicating | | |
| 1-2 | i. communicates a speech which is less than one minute in a style that is not appropriate for the character to the audience of the UN for the purpose of persuading the US government to act | * A two minute speech * Appropriate for the character * Formal style * Persuasive language |
| 3-4 | i. communicates a speech which is significantly less than two minutes in a style that is somewhat appropriate for the character to the audience of the UN for the purpose of persuading the US government to act |
| 5-6 | i. communicates a speech which is less than two minute in a style that is mostly appropriate for the character to the audience of the UN for the purpose of persuading the US government to act |
| 7-8 | i. communicates a two minute speech in a style that is completely appropriate for the character to the audience of the UN for the purpose of persuading the US government to act |
| 1. Critical thinking | | |
| 1-2 | ii. begins to identify connections between information to make simple arguments to support the character’s position on climate change | * Speech contains clear points of argument to support the position * The arguments are supported by evidence * Questions are answered by using the evidence and understanding of the subject and the character |
| 3-4 | ii. summarizes information to make some adequate arguments to support the character’s position on climate change |
| 5-6 | ii. summarizes information in order to make usually valid arguments to support the character’s position on climate change |
| 7-8 | ii. summarizes information to make consistent, well-supported arguments to support the character’s position on climate change |

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| **Humanities Assessment Criteria: Year 3 (Grade 8)** | | | | |
|  | **Criteria A** | **Criteria B** | **Criteria C** | **Criteria D** |
| **Knowledge and Understanding** | **Investigating** | **Communicating** | **Thinking Critically** |
| **0** | The student does not reach a standard described by any of the descriptors below. | The student does not reach a standard described by any of the descriptors below. | The student does not reach a standard described by any of the descriptors below. | The student does not reach a standard described by any of the descriptors below. |
| **1-2** | The student:  i. makes limited use of terminology  ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples. | The student:  i. identifies a research question that is clear, focused and relevant  ii. formulates a limited action plan or does not follow a plan  iii. collects and records limited or sometimes irrelevant information  iv. with guidance, reflects on the research process and results in a limited way. | The student:  i. communicates information and ideas in a style that is not always clear  ii. organizes information and ideas in a limited way  iii. lists sources of information inconsistently. | The student:  i. begins to analyse concepts, issues, models, visual representation and/or theories in a limited way  ii. begins to identify connections between information to make simple arguments  iii. recognizes the origin and purpose of few sources/data as well as few values and limitations of sources/data  iv. identifies different perspectives. |
| **3-4** | The student:  i. uses some terminology accurately  ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples. | The student:  i. formulates/chooses a research question that is clear and focused and describes its relevance  ii. formulates and occasionally follows a partial action plan to investigate a research question  iii. uses a method(s) to collect and record some relevant information  iv. with guidance, reflects on the research process and results. | The student:  i. communicates information and ideas in a way that is somewhat clear  ii. somewhat organizes information and ideas  iii. creates an adequate reference list and sometimes cites sources. | The student:  i. completes a simple analysis of concepts, issues, models, visual representation and/or theories  ii. summarizes information to make some adequate arguments  iii. analyses sources/data in terms of origin and purpose, recognizing some values and limitations  iv. recognizes different perspectives and suggests some of their implications. |
| **5-6** | The student:  i. uses considerable and relevant terminology accurately  ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples. | The student:  i. formulates/chooses a clear and focused research question and describes its relevance in detail  ii. formulates and mostly follows a sufficiently developed action plan to investigate a research question  iii. uses methods to collect and record appropriate relevant information  iv. with guidance, evaluates on the research process and results. | The student:  i. communicates information and ideas in a style that is mostly appropriate to the audience and purpose  ii. mostly structures information and ideas according to the task instructions  iii. creates an adequate reference list and usually cites sources. | The student:  i. completes a substantial analysis of concepts, issues, models, visual representation and/or theories  ii. summarizes information in order to make usually valid arguments  iii. analyses sources/data in terms of origin and purpose, usually recognizing values and limitations  iv. clearly recognizes different perspectives and describes most of their implications. |
| **7-8** | The student:  i. consistently uses a range of terminology accurately  ii. demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples. | The student:  i. formulates/chooses a clear and focused research question and explains its relevance  ii. formulates and effectively follows a consistent action plan to investigate a research question  iii. uses methods to collect and record appropriate and varied relevant information  iv. with guidance, provides a detailed evaluation of the research process and results. | The student:  i. communicates information and ideas in a style that is completely appropriate to the audience and purpose  ii. structures information and ideas completely according to the task instructions  iii. creates a complete reference list and always cites sources. | The student:  i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories  ii. summarizes information to make consistent, well-supported arguments  iii. effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing values and limitations  iv. clearly recognizes different perspectives and consistently explains their implications. |