

Debating Climate Policy Decisions

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Overview

Each student will evaluate two or more sources of information responding to the same policy proposal and use the sources to prepare for a classroom debate. The Obama administration's recent direction to the EPA to increase coal power plant emissions standards would be a terrific example. Or the Kyoto Protocol or Cap and Trade Legislation. The purpose of the exercise is to take one policy and evaluate two or more sources of information to recognize the bias and diversity of opinions and evaluate evidence used by authors.

Key words: Climate Change, Current Events, Evaluation, Sources, Policy, Executive Action

Instructions

1) After being assigned a policy or policy proposal students will spend time researching reactions to that policy in various online publications. Each student will have to find and contribute at least two sources to a shared bibliography.

2) Students will contribute to an annotated bibliography that all students will be actively contributing to who have been assigned that policy decision. Depending on the size of your class a number of smaller groups should be assigned specific policy decisions. Using a google doc students will actively add properly formatted MLA citations with annotations in either PRO or CON categories. In this collaborative manner all students can see the work of each other and begin reading others' sources for inspiration or avoid duplications in their shared research.

3) After the final bibliography is completed the class will have all the sources as a resource to prepare for a structured academic debate. Students will have to read and evaluate the validity of several sources of information that were added to the shared bibliography and prepare both pro and con arguments to respond during the debate.

4) The instructor will lead students through a classroom debate surrounding each of the policy decisions proposed. This can be done in teams of two or 1 vs 1. Each instructor will have different approaches to how best approach a classroom debate. The instructor may also choose instead to lead a classroom discussion on the pros and cons of each of the policies.

Materials

-Mobile devices or CPUS -Access to GAFE

Resources

For more information on academic debates see the [teachinghistory.org website](http://teachinghistory.org).

[White House Policy on Climate Change](#)

Rubric

[See this rubric.](#)

Standards

[Standards for this unit will be aligned with the Common Core State Standards](#)

CCSS.ELA-Literacy.WHST.11-12.1 (all) CCSS.ELA-Literacy.RH.11-12.8

CCSS.ELA-Literacy.RH.11-12.2 CCSS.ELA-Literacy.RH.11-12.1

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