**5B Class Exhibition**

What are we studying about Climate Change?

**Sharing the Planet**

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

***Group and Class Definition:***

**Central idea:** People’s actions influence our world climate

**Lines of inquiry:**

* Why the world climate is changing
* Impact of climate change to the world
* Ways in which we can counteract climate change

***Why is it important to learn about this:***

**5B STUDENTS’S QUESTIONS**

**Key Concepts** : Responsibility, change, and causation

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| --- | --- | --- |
| **responsibility** | **change** | **causation** |
|  |  |  |

**Tuning in**

Goal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Examining an artifact or related issues
* A field trip
* Having a visitor to the class
* Considering a challenging question 🡪 Double-Entry Journal
* Studying maps, photos, posters, cartoons
* Post-a-question
* Topic Wheels (Mind Mapping)
* Think, Pair and Share
* Watching a movie/ clip

**Resources:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Finding Information**

Goal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Excursions
* Living things in the classroom and observing
* Ask an expert
* Surveys and interviews
* Film, video and television
* Magazines, newspapers, books, articles, Encarta, Internet
* Conducting experiments

**Resources:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Sorting Out**

Goal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Observation journal
* Drafting and editing the report
* Grouping and labeling the result of the findings
* Analyzing and interpreting experiment’s data
* Small group discussion
* Identifying the misrepresentation of the findings
* Fact finding, classifying, graphs, table
* Compare and Contrast
* Data charts, flow charts, other possible charts
* Making summary
* Ask and Answer inquiry questions related to the resources

**Resources:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Going Further**

Goal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Role-play related to the issue
* Having a talk-show
* Making diorama, model, diagram, video
* Writing a report
* Preparing a display (chart, graph, etc)
* Creating an individual project
* Organizing an expert group
* Ask and Answer inquiry questions related to the resources

**Resources:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reflection**

Goal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Making summary statements
* Reassessing the hypotheses
* Drawing up a plan
* Self-assessment
* Discussion with other members
* 6 Thinking Hats
* Plus Minus Interesting chart from the issue
* Think pair share

**Resources:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Action**

Goal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Being involved in the planning
* Participating in the science day
* Sharing new understandings with others
* Changing behavior in response to the learning
* Conducting a community service

**Resources:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**