

SHOULD THE U.S. REENTER THE PARIS CLIMATE ACCORD?

THIS ACTIVITY SHOULD TAKE ABOUT 90 MINUTES. IF STUDENTS ARE ABLE TO REVIEW MEDIA FOR HOMEWORK, IN-CLASS TIME SHOULD BE 45 TO 60 MINUTES.

INVESTIGATE

Read, watch, and listen to the three media resources on the [Thinkalong module](#). Students can use the Investigate graphic organizer to summarize each piece of media and record new information. Below are summaries of the three pieces of media curated in the Thinkalong module.

CAN THE U.S. TACKLE CLIMATE CHANGE WITHOUT FEDERAL ACTION?

NOVA | November 16th, 2017 | Video

2:45 minutes

A video looking at the ways the United States can attempt to reach targets for reducing carbon emissions without support from the federal government.

- In December 2015, 196 world nations reached a consensus adopting an agreement to reduce carbon emissions to fight climate change, as part of what was known as the Paris Climate Accord.
- In June 2017, President Trump announced the United States would be exiting the Paris Climate Accord. This raised the question: without being part of the agreement, can the U.S. still reach the 2025 target for carbon emission reduction (specifically to cut roughly a quarter of 2005 emissions)?
- Hitting the 2025 target would take a drastic cut in one energy sector. Implementing electric cars, reducing power usage by every building in the country, and replacing coal plants with different energy sources that do not emit CO₂ are three of the most viable options for helping reach the target.
- Some states have pledged their continued devotion to reaching the 2025 target, despite President Trump's decision. In order to help reach the goal, they would have to greatly reduce their emissions.
- Even with combined efforts by individual states and private organizations, the U.S. will only be two thirds of the way towards their 2025 goal unless any federal action is taken.

WHAT ARE THE RAMIFICATIONS OF THE U.S. LEAVING THE CLIMATE ACCORD?

NPR | June 2nd, 2017 | Radio

2:49 minutes

Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.

A radio story explaining the long-term global effects that the U.S. leaving the Paris Climate Accord could have.

- In his speech announcing the United States' withdrawal from the Paris Climate Accord, President Trump cited a lack of impact the agreement would have on global temperatures by the year 2100 as a reason for backing out.
- NPR science correspondent Christopher Joyce characterizes the president's remarks, which were loosely based off an MIT study from 2014, as a misrepresentation of that data. The 2014 study projected a lower impact on global temperatures before the scientists were given full disclosure on what countries would be doing to lower emissions, making the estimate was incomplete and outdated.
- There are predictions that the U.S. leaving the accord could impact the effectiveness of the deal if other countries followed suit and dropped out.
- Trump took issue with the Green Climate Fund which he saw as a transition of wealth from the U.S. to developing nations. In reality, the \$100 billion fund is to be used specifically for climate research and climate effort, and half of the money comes from the private sector rather than American taxpayers.

SO WHAT EXACTLY IS IN THE PARIS CLIMATE ACCORD?

NPR | June 1st, 2017 | Article

1,069 words

A report about the climate change agreement, broken down by important figures.

- Representatives from 196 countries met in Paris to draft the Paris Climate Accord but to decide how effective the agreement will be, some of the following figures are important to understand.
- The central goal is to keep the increase in global average temperature at 2 degrees Celsius (preferably 1.5 degrees) above pre-industrial levels.
- Developed countries will pledge \$100 billion to less developed countries that are switching from fossil fuels to greener energy sources.
- All countries must submit a long-term plan to reduce carbon emissions by 2020. The target date is not precise, and the countries would actually be aiming for a goal of 2050.
- The agreement is aiming for eventual zero (0) emissions of greenhouse gases. Countries had until April 21, 2017 to officially sign on to the agreement.

KEY WORDS

Look out for these important keywords in the news stories. Discuss the definitions with your classroom and see how they affect the understanding of the story.

- Climate Change
- Carbon Emission Reduction
- Green Climate Fund

CONTEMPLATE

Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.



Students will use media literacy questions to critically engage with news by thinking about its purpose, searching for bias and discussing missing perspectives. They will answer the 5 Key Questions of Media Literacy created by the Center for Media Literacy, which are:

1. Who created this message?
2. What creative techniques are used to attract my attention?
3. How might different people understand this message differently than me?
4. What values, lifestyles and points of view are represented in, or omitted from, this message?
5. Why is this message being sent?

A graphic organizer is included in this guide and the Thinkalong website to help students answer these five questions about each piece of media.

DEBATE

Students will engage their peers in an evidence-based debate using the media they just analyzed. Use the debate tool on the module webpage to help form an evidence-based response to the debate question.

In addition to rich in-class discussions, teachers can also connect with other classrooms through the Thinkalong website. [Sign up here](#) to be connected.

Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.

LET'S INVESTIGATE

NAME: _____

DATE: _____

Use this worksheet to help you investigate the media sources in the Thinkalong module.



SUMMARIZE THE TOPIC

KEY VOCABULARY

MEDIA RESOURCE 1

TITLE

DATE PUBLISHED

MAIN IDEAS

MEDIA RESOURCE 2

TITLE

DATE PUBLISHED

MAIN IDEAS

MEDIA RESOURCE 3

TITLE

DATE PUBLISHED

MAIN IDEAS

CONTEMPLATE YOUR SOURCES

NAME: _____

DATE: _____

After watching the media in the module, answer the questions below.

1. AUTHORSHIP: Who created this message?

MEDIA 1

MEDIA 2

MEDIA 3

2. FORMAT: What creative techniques are being used to grab my attention?

MEDIA 1

MEDIA 2

MEDIA 3

3. AUDIENCE: How might different people understand this message differently than me?

MEDIA 1

MEDIA 2

MEDIA 3

4. CONTENT: What values and points of view are represented? What's left out of this message?

MEDIA 1

MEDIA 2

MEDIA 3

5. PURPOSE: Why is this message being sent?

MEDIA 1

MEDIA 2

MEDIA 3



CREATE YOUR ARGUMENT

NAME: _____

DATE: _____

Create strong arguments for both sides from the resources in the Thinkalong module.



DEBATE QUESTION	
PRO ARGUMENT	CON ARGUMENT
REASONING	REASONING
EVIDENCE	EVIDENCE