

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.

SO WHAT EXACTLY IS IN THE PARIS CLIMATE ACCORD?

NPR | June 1, 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.

WHO SHOULD PAY TO FIX CLIMATE CHANGE?

PBS | July 12, 2018 | Video
4:24 minutes

A video from Hot Mess, a PBS Digital Studios video series about climate change, explaining why wealthy nations should pay to help developing nations reduce their greenhouse gas emissions.

- The largest amount of greenhouse gas emissions are currently coming from large developing countries in the Middle East, Latin America, and Sub-Saharan Africa. These countries are taking advantage of cheap fossil fuels to stimulate their economies just as developed nations such as the US and Great Britain did during their Industrial Revolutions.
- Increased damage to the planet from greenhouse gas emissions will hit developing countries the hardest via intense heat waves, droughts, and tropical storms.
- In the 2015 Paris Climate Agreement, wealthy nations made commitments to help developing countries pay for the costs of cutting emissions through the Green Climate Fund.

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.

- ProPublica says that wealthy nations should pay to help reduce emissions in developing nations because they will be hit drastically too if they allow climate change to run its course.
- If wealthy nations act now it will take half a trillion dollars to reduce emissions, but if not, the environmental impact of emissions at its current rate will create \$30 trillion in damage globally.

NEW CLIMATE DEAL KEEPS PARIS ACCORD ALIVE, DRAWS PATH TO IMPLEMENTATION

NPR | December 16, 2018 | Audio

3:42 minutes

CNN Senior International Correspondent Nick Walsh discusses the future of the Paris climate agreement and how the U.S.' position concerning climate change has shifted since the 2015 Paris Accord.

- Despite the Trump administration advocating for US withdrawal from the 2015 Paris climate agreement, representatives from the US were present at the December 2018 meeting in Poland because this withdrawal will not go into effect until November of 2020.
- The US led the agreement through the Obama administration in 2015; however, at the most recent meeting, US representatives staged a pro fossil-fuel event and opposed a scientific report from the Intergovernmental Panel on Climate Change.
- CNN Senior International Correspondent Nick Walsh says that the Paris agreement is essentially the rules of how nations will put into action their desires for change that they called for in Paris in 2015. Walsh says that just because US leadership has gone backwards on climate awareness since 2015, the world has not stopped and physics has not decided to take a break.
- Action is voluntary through the Paris agreement because no sanctions or punishments were put in place to penalize nations that do not live up to their promises.
- Walsh says that as people increasingly realize climate change is a fact, the popular opinion in countries will make it difficult for governments to renege on their promises.

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
- Greenhouse gas

CONTEMPLATE

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:

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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.

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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