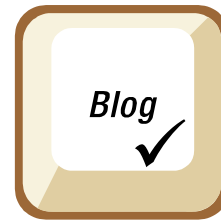# Beat the Heat

Blog Checklist

Blog ✓

Name: _____

Compose your blog response in a word processing document before posting it to the class blog. If necessary, have someone look over your writing and give you feedback before posting.

Yes/No	SHARE YOUR THOUGHTS
	Have you provided points that we can implement in our daily lives to stop global warming?
	Are your suggestions practical?
	Have you included points discussed during videoconferencing?

Yes/No	DEBATE
	Do you provide your rationale for going against or for the question, *Are we responsible for climate change?*
	Have you supported your claim with reliable scientific research?
	Have you shared your opinions and thoughts about others' comments?

Yes/No	MY PROJECT EXPERIENCE
	Have you shared your experience of the entire project journey?
	Have you shared interesting incidents and learnings during the project?

Yes/No	CONTENT
	Are your ideas effectively communicated?
	Do you post some interesting questions and comments for others to ponder?
	Are spelling, mechanics, and grammar correct?
	Is your writing creative and engaging?
	Are citations included for appropriate outside resources?

Keep revising each blog entry until all checklist items are addressed thoroughly.

Comments:

Collaboration Rubric

4	3	2	1
Contribution			
I always contribute actively to the group by participating in discussions. I accept and perform all of my required tasks. I help the group set goals and direct the group in meeting our goals.	I contribute to the group by participating in discussions, completing my assigned tasks, and helping to set and meet our goals.	I sometimes need encouragement to complete my assigned tasks. I need help to set and meet our goals.	I choose not to participate. I do not complete my assigned tasks, I get in the way of goal setting, and I keep the group from meeting goals.
Cooperation			
I share many ideas and contribute information appropriate for the topic, and I encourage other members to share their ideas.	I share ideas when encouraged, and I allow all members to share.	I share ideas occasionally when encouraged, and I allow sharing by most group members.	I do not like to share my ideas, so I do not contribute to group discussions. I often interrupt others when they are sharing.
Active Listening in Group			
I balance my listening and speaking. I am always concerned about other people's feelings and ideas.	I can listen to others. I show sensitivity to other people's feelings and ideas.	Sometimes, I listen to others. Sometimes, I consider other people's feelings and ideas.	I do not listen to others. I am sometimes inconsiderate of other people's feelings and ideas.
Metacognition			
I ask the group to consider how well we are working together. I help the group work together better.	I consider how well we are working together.	Sometimes, I help the group work together.	I discourage my group members from thinking about how well we are working together.
Problem Solving			
I work actively with the group to solve problems. I help the group make fair decisions.	I offer suggestions to solve problems. I help the group make decisions.	Sometimes, I offer suggestions to solve problems. Sometimes, I help the group make decisions.	I choose not to participate in solving problems or making decisions. I sometimes cause problems for the group.

Beat the Heat
Discussion Rubric

4	3	2	1
Engagement			
While listening to a discussion, I think about how other students' comments relate to my knowledge and experiences. I always expect to learn something from a discussion. I like to hear what my classmates have to say about a topic. As I listen to a discussion, I analyze and evaluate other people's comments on a subject before I make up my mind. When I am not talking, I show I am interested in the discussion through appropriate body language, such as eye contact, smiling, and nodding.	During a discussion, I think about what everyone is saying. I always expect to enjoy a discussion. I usually like to hear what my classmates have to say about a topic. During a discussion, I think about whether I agree or disagree with people's comments and why. I show that I am interested in the discussion.	During a discussion, my mind sometimes wanders and thinks about other things. I sometimes think I will enjoy a discussion. I sometimes like to hear what my classmates have to say about a topic. I sometimes think about whether I agree or disagree with people's comments. I sometimes show that I am interested in a discussion, but sometimes I look like I am not paying attention.	During class discussions, I am usually thinking about something else. I usually think discussions will be boring and a waste of time. I do not usually like to hear what my classmates have to say about a topic. I rarely think about whether I agree or disagree with my classmates' comments. My body language usually shows that I am not interested in the discussion.
Interaction			
I look for opportunities in the discussion to appropriately share my personal experiences, beliefs, and opinions, and think about what I am going to say before I speak.	I often share my personal experiences, beliefs, and opinions in a discussion. My comments during a discussion connect to what others have said.	If encouraged, I share my personal experiences, beliefs, and opinions in a discussion. My comments usually connect to what others are saying, but I	I rarely speak during a discussion. Sometimes when I speak, my comments are clearly not on the topic. I seldom make comments on what

I use good reasons to support my opinions and explain where my information comes from. My comments during a discussion build on what others have said. I summarize and add to others' ideas. When appropriate, I ask my classmates to explain more about what they have said.	I often comment on what others have said. I often ask questions of my classmates.	occasionally make comments that are kind of off the topic. I occasionally comment on what others have said. I ask some questions of my classmates.	others have said, unless it is to say that they are wrong. I rarely ask questions of my classmates.
Collaboration			
I speak when I have something significant to add, but I am careful not to monopolize the discussion. I encourage all members of my class to participate by asking questions. I disagree respectfully by looking for areas of agreement, if possible. I actively and enthusiastically show my appreciation for the good comments made by my classmates. I carefully follow the rules for a discussion established by my class. I carefully consider	I speak when I think I have something important to say, but I try not to speak too much. I often encourage my classmates to participate by asking them questions. I disagree respectfully. I show my appreciation for good comments made by my classmates. I follow the discussion rules established by my class. I accept respectful, intelligent criticism of my ideas.	I sometimes do not speak at all, while other times, I talk too much during a discussion. I seldom encourage my classmates to participate. I usually disagree respectfully, but I get angry sometimes and act disrespectfully. I usually follow the discussion rules established by my class, but I forget sometimes. I usually accept criticism of my ideas, but sometimes I get angry when people disagree with me.	I do not speak at all during discussions. OR I talk all the time and do not give others a chance to contribute. I do not encourage my classmates to participate. I often get angry when I disagree with my classmates, and say and act disrespectfully. I have trouble following the discussion rules established by the class. I get angry when people criticize my ideas.

respectful, intelligent criticism of my ideas and change my mind if I need to.			
Reflection			
I take time to think about what I have learned about a topic from a discussion and apply it to my learning in the future.

I look back and evaluate my participation in a discussion and set goals for improving my skills during the next discussion. | I think about what I have learned from a discussion.

I think about how well I did in a discussion and try to do better in the next one. | If I am reminded, I think about what I have learned from a discussion.

I try to improve my discussion skills. | Once a discussion is over, I usually do not think about what I have learned from it.

I hardly ever think about my discussion skills and how to improve them. |

Beat the Heat

Publication Scoring Checklist

Scoring Guide

3—Exceeds requirements	1—Falls short of requirements
2—Meets requirements	0—Does not address requirements

Requirements	Score	Weight	Total Score	Teacher Comments
Relevant, important facts about climate change		X 2		
Practical, scientifically based suggestions to address issues of climate change		X 2		
Answer to *What effect do our choices have on the world around us*? related to climate change		X 2		
Photos and/or graphics that illustrate significant concepts related to climate change		X 1		
Attractive, reader-friendly layout		X 1		
Error-free writing		X 1		
Powerful, memorable language		X 1		
			Total	

Name _____

Group _____

Beat the Heat

Research Checklist

Follow this process to conduct research about climate change:

1. Individually spend 10−15 minutes exploring the topic of climate change, taking brief notes on the topics you find and recording good information sources for future reference.
2. Meet as a group and decide on an individual topic or two for each group member to research.
3. Review the Research Checklist and decide on a format or process for taking notes.
4. Conduct research individually and take notes on findings.
5. Synthesize research information.

Use the checklist to make sure you are conducting research effectively and ethically.

	Yes/No
I keep track of my sources (including copyright date, title, author, publisher, page or path information, date, and other relevant information).	
I compare the information I collect from various sources.	
I decide on the most important points and exclude information I do not need.	
I organize the key ideas in a logical order.	
I analyze the information and draw conclusions.	
I summarize using my own words.	
I think about the best way to show what I found out.	
I pay attention to the quality of my information by checking to see if it is from a reliable source.	

Beat the Heat

Weather Data Analysis

In this activity, you will look for trends in the average temperature of various locations over the past century or more, and draw conclusions about what you have learned.

Enter the Data
1. Go to http://data.giss.nasa.gov/csci/stations*.
2. Decide which cities or areas you will collect information from and what month's temperatures you will use.
3. Click a city or location on the map.
4. Click a station in that city.
5. Look at the bottom of the second graph to see how far back the temperature data goes. If it is less than 100 years, choose a different city and station.
6. When you have clicked a station, scroll down the page to Downloads and click **data as text**.
7. Label your spreadsheet as shown in the following example.

	1910	1920	1930	1940	1950	1960
Paris						
London						
Brussels						
Hamburg						
Vienna						

8. Find the data you need and record it in the appropriate cells of your spreadsheet.

Analyze the Data

1. Use the spreadsheet tools to create a graph to display your data.

2. What, if any, trends do you see?

3. Based on what you have learned about climate change, does your data give you any more information about the topic? Why or why not?

4. What other data would help you draw more detailed conclusions about trends in temperatures?

Beat the Heat

Wiki Feedback Checklist

Use this checklist to help you give feedback to your peers on their wiki pages.

	Suggestions for Improvement
1. Is the information well organized and easy to find and understand?	
2. Do the graphs communicate accurately and clearly what the data says?	
3. Are the conclusions logical and based on clear, scientific thinking?	
4. Is the writing accurate, clear, and free of distracting errors?	
5. Is the page attractive and interesting?	

Beat the Heat

Wiki Rubric

4	3	2	1
Content			
Our wiki page thoroughly covers a variety of aspects and points of view about the greenhouse effect and climate change.	Our wiki page includes adequate information about the greenhouse effect and climate change.	Our wiki page includes some information about the greenhouse effect and climate change, but some important concepts are missing.	Our wiki page includes only superficial information about the greenhouse effect and climate change.
Conclusions			
Our wiki page includes logical, meaningful connections, inferences, and conclusions related to climate change and the greenhouse gas experiment.	Our wiki page includes meaningful connections, inferences, or conclusions that we have drawn from the greenhouse gas experiment.	Our wiki page includes some connections, inferences, or conclusions that we have drawn from the greenhouse gas experiment but they are not all logical, and the information they came from is questionable.	Our wiki page includes mostly information we got from other sources, and our connections, inferences, and conclusions from the greenhouse gas experiment are not supported by good information.
Writing: Style			
We use concrete, vivid language and technical elements, such as bullets and numbers, to convey information in an interesting, concise way.	We use clear language and technical elements, such as bullets and numbers, to convey information accurately and concisely.	We try to use clear language and appropriate technical elements, but sometimes, our writing is predictable or confusing.	Our writing is vague and confusing. We do not use technical elements to communicate effectively.

Writing: Conventions

The writing in our wiki page is free of spelling errors, punctuation, and capitalization errors, and nonstandard English, except where rules are broken effectively to communicate meaning.	The writing in our wiki page is free of spelling errors, punctuation and capitalization errors, and nonstandard English. We may attempt to break rules to enhance meaning, but our efforts are not completely successful.	The writing in our wiki page has some spelling errors, punctuation, and capitalization errors, or nonstandard English that interferes with the meaning we am trying to convey.	The writing in our wiki has so many errors that readers have difficulty understanding what we are saying.

Appearance

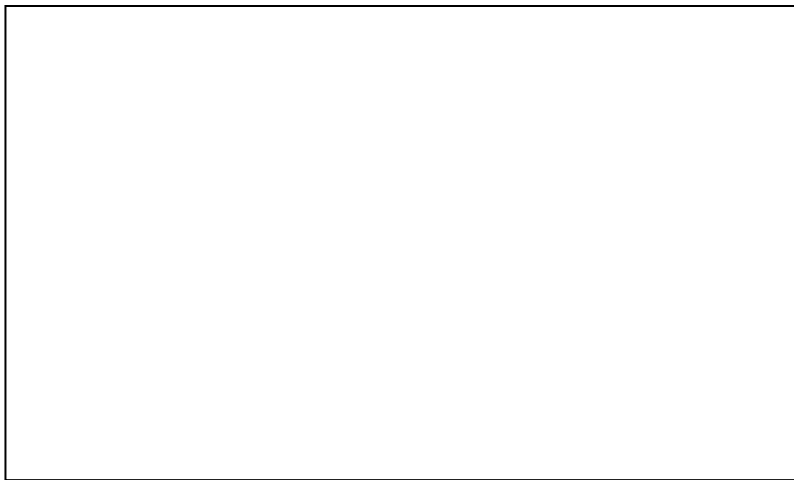|			
We use Web features, such as graphic and text elements, to make information more engaging, meaningful, and easy to understand.	We use Web features, such as graphic and text elements, to make information more engaging.	We use Web features, such as graphic and text elements, that are sometimes confusing and distract from the purpose of the wiki.	We use Web features, such as graphic and text elements, that are confusing and distracting.

Beat the Heat

Wiki Storyboard

Use as many boxes as you need to plan your wiki on climate change. Keep the following in mind as you plan your pages:

- Emphasize the most important points of your research
- Organize your information so it is easy to read and follow
- Make sure viewers can find information easily
- Use a mixture of text, graphics, and photos to make each page interesting but not distracting
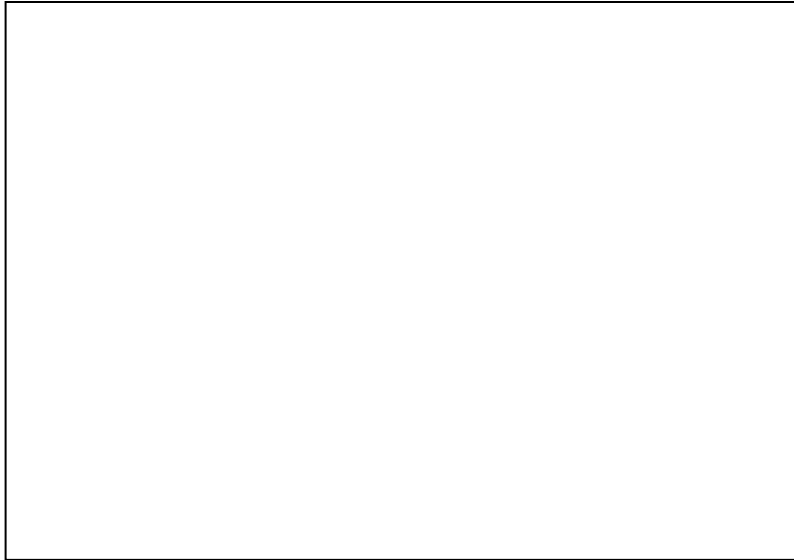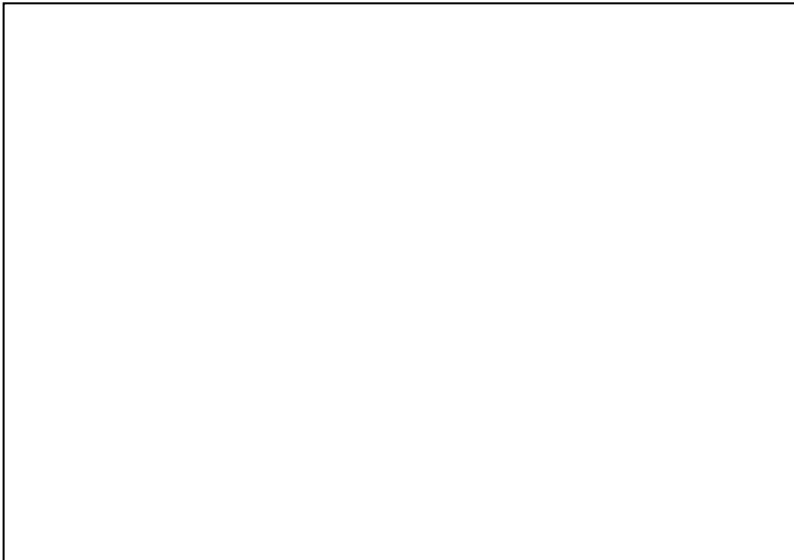
Home Page

Linked Page

Linked Page

Linked Page

Intel® Teach Program Designing Effective Projects
Source: http://kidspace.kidlink.org/start.php?HoldNode=16019
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STOP GLOBAL WARMING

Climate change is a reality. Today, our world is hotter than it has been in two thousand years. This follows increasing droughts, floods, and extreme weather.
What can you do to help save us?
Don't drive unless you have to. Walk more Cycle more Skate more
Turn off lights when you leave a room. Use alternate sources of energy
Demand better mass transit. Use buses, trains, and trams Share cars Share what you have; buy less stuff.
REUSE BEFORE YOU RECYCLE