Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_\_\_\_

**Climate Change in the Media: Comparing Global and Local Perspectives**

**Introduction**

According to a 2010 research report from the Yale Project on Climate Change Communication and National Science Foundation titled “American Teens’ Knowledge on Climate Change”, teenagers in the U.S. have a rather limited understanding of climate change and global warming. In the study, 517 teens (ages 13-17) were surveyed across the country on their knowledge of Earth’s climate system, and the causes, impacts, and solutions to global warming. Using a standard grading scale for the survey questions, only 25% of teens in the study received a passing grade (A, B, C) while 54% received a failing grade (F).

The study also indicates that fewer than 20% of teens feel that are “very well informed” about climate change, while 70% of teens say that they would like to learn more about it. Most importantly, the study finds that 73% of teens claim that the Internet would be their top choice to learn about climate change instead of TV shows, books, magazines, or other printed texts. These results open the door to an important question for our class to consider as we begin our unit on Climate Change and Global Warming:

*If teenagers are choosing to learn about climate change and global warming from online sources like newspapers, how reliable are these resources at portraying the science in an unbiased and scientifically accurate way?*

For a complete description of Yale’s findings, you can access the full report at this website: <http://oceanservice.noaa.gov/education/pd/climate/teachingclimate/am_teens_knowledge_of_climate_change.pdf>

**Part 1: Get Online, Find an Article, and Analyze It**

a.) Your teacher is going to assign you to obtain a news article from the internet about climate change and global warming. Using the choices below, please circle the type of article you will be obtaining:

*Local Newspaper National Newspaper International Newspaper Science Journal*

b.) As you read the article, you will be analyzing and evaluating two aspects of the author’s structure:

 1.) Expression of Opinion

 2.) Reference to Evidence/Data

c.) PREDICTION: Think quietly for a few moments about the four different types of articles that our class will analyze, and make a prediction about how you expect each of these articles to be written in terms of ‘Expression of Opinion’ and ‘Reference to Evidence/Data’. Which will be most or least opinionated? Which will use or not use references to scientific evidence/data?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d.) After you have read the article, you will use the *Opinion and Evidence Matrix* provided below to assign a score to your article. Each aspect of the article that will be analyzed will be given a score between 0 and 10. Using standard graphing techniques, the combination of these scores would place the article within the matrix.

**10: Strong Opinion**

*EXAMPLE: an article given an 8 for ‘Expression of Opinion’ and 2 for ‘Reference to Evidence/Data’ would be an article that contains a strong opinion from the author with very little reference to scientific data. It would be located at the* ***X***

*on the matrix.*

**X**

**10: Strong Evidence**

**0: No Evidence**

**0: No Opinion**

e.) Please use your article to complete the following:

**Article Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Source/Website:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Author:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Expression of Opinion Score: \_\_\_\_\_\_\_\_\_\_\_\_ /10**

**0: No Evidence**

**10: Strong Evidence**

**10: Strong Opinion**

**0: No Opinion**

**Reference to Evidence/Data Score:\_ \_\_\_\_\_\_\_\_\_\_\_ /10**

Please explain why you assigned these scores:

**Part 2: Work Together**

1. Without sharing your scores with anyone else, please switch articles with some near you. Use the same procedures to analyze, evaluate, and score someone’s article.

**Article Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Source/Website:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Author:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Expression of Opinion Score: \_\_\_\_\_\_\_\_\_\_\_\_ /10**

**0: No Evidence**

**10: Strong Evidence**

**10: Strong Opinion**

**0: No Opinion**

**Reference to Evidence/Data Score: \_\_\_\_\_\_\_\_\_\_\_\_ /10**

Please explain why you assigned these scores:

**Part 3: Coming to Consensus**

a.) Take a few moments to discuss with your partner the scores you each gave to both articles. Be sure to support your scores with proper reasoning.

b.) Work with your partner to come to a consensus on your article’s final score. Record it below.

**Expression of Opinion Score: \_\_\_\_\_\_\_\_\_\_\_\_ /10 Reference to Evidence/Data Score: \_\_\_\_\_\_\_\_\_\_\_\_ /10**

**Part 4: Class Results**

a.) Follow your teacher’s directions as each student records his/her article’s score up on the class *Opinion and Evidence Matrix* on the whiteboard. Use your red, green, blue, and black colored pencils to record every other student’s article score on your copy of the class *Opinion and Evidence Matrix* below. Be sure to make a legend for your matrix, indicating which color corresponds to which type of article.

**10: Strong Opinion**

**0: No Opinion**

**10: Strong Evidence**

**0: No Evidence**

1. Are there any observed patterns/trends for the scores of the different types of articles? If so, please explain each trend you can identify.

c.) What do these patterns mean? Please provide an explanation for what you think might cause each of these observed patterns/trends:

d.) Based on the results of this activity, what are the most effective forms of online newspapers for teenagers to learn about the science of climate change and global warming? Why? Support your answer with reference to the class data.

e.) Based on the results of this activity, what can you do as a teenage learner to best inform yourself about the science of climate change and global warming?

**Part 5: Extension and Homework**

a.) From blogs, to TV shows, to YouTube Channels, to websites and forums, the internet is full of other resources that cover climate change and global warming. Please use this page to run a similar investigation on how the science of climate change and global warming are portrayed in another arena of the Internet. Please categorize your chosen form of media into four categories as we did for this activity, and please use the same scoring method and matrix. Lastly, please answer the same questions from Part 4.