



## Is There Hope for Planet Earth?

High School  
Film Guide

### Grade Levels

High School (can be modified for middle school)

### Subjects

Science, English, Debate, Business

### Green Topics

global warming, climate change, reusing/recycling, conservation, social change

## Overview

Global warming is a controversial and complex topic—making it an ideal topic for students to explore, debate, and develop creative projects. This particular lesson plan is designed to accompany the Green Wish educational documentary, *Is There Hope for Planet Earth?* This lesson plan is designed for teachers to choose from a menu of activities to engage students before and after students watch the film.

## Objectives

- To support students in understanding their individual and collective capacity to make a small changes that affect the environment
- To engage students in actionable activities can enact social change
- To inform students regarding the issue of global warming
- To provide students with an understanding the climate change is both a social and political issue

## Common Core Standards

This lesson scaffolds towards the Common Core Reading Standards for Speaking and Listening for Grades 9-12 (See Appendix for full list of standards). Students will:

- Initiate and participate effectively in a range of collaborative discussions

## Materials

- Access the film, *Is There Hope for Planet Earth*, go to: [http://youtu.be/fhg-Jt4\\_ARw](http://youtu.be/fhg-Jt4_ARw)
- Material needs will vary on your lesson plan goals and which activities you want to engage your students in.

## Adaptations

All activities are intended to be adaptable to diverse classroom settings. Suggestions for this particular lesson plan include:

- Ensure students understand complex vocabulary and concepts
- Consider small group activities to encourage active student discussion and help break down complex issues

## Social Media

with diverse partners on *respective grade topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- Integrate multiple sources of information presented in diverse media or formats
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective
- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Share your student work with the other teachers and the public! Green Wish encourages teachers to share their activities with other teachers. We want to be able to also improve and expand the reach of our free resources. Please reach out to us at [www.greenwish.com](http://www.greenwish.com) and tag your photos or blogs with #greenwish or #greenwishedu.

## Pre-Film Activities

The following are suggested pre-film activities to help introduce students to basic concepts, terms, and familiarize students with issues that will be addressed during the film.

### Reviewing Key Terms/Concepts

Students can define terms individually or in small groups. These terms may be presented to the larger class to help fuel introductory discussion before watching the video.

climate	climate change	CO <sub>2</sub>	conservation
fossil fuel	geochemistry	glacial cycle	glacier
global warming	knock-on effect	paleoclimatology	precipitation

### Get to know Dr. Jess Adkins

The following is a very brief biography of Dr. Jess Adkins. Teachers can encourage students to conduct internet research on Dr. Adkins work, his field, and/or Caltech. Students can present what they find out about Dr. Adkins prior to watching the video.



Dr. Adkins is a professor of Geochemistry Paleoclimatology at the California Institute of Technology, also known as Caltech. Among many research interests, he is interested in investigating past climates by using coals and sediments. By understanding past climates, Dr. Adkins is interested in developing new ways of understanding how and how fast climate

change can occur.

More from Dr. Jess Adkins on global warming:

- Raphael Sbarge Audioblog: Jess Adkins Q&A Part 1:  
<http://barkingfrogs.com/2012/08/raphael-sbarge-audioblog-jess-adkins/>
- Raphael Sbarge Audioblog: Jess Adkins Q&A Part 2:  
<http://barkingfrogs.com/2012/08/raphael-sbarge-jess-adkins-qa-part-2/>

### Brainstorm Questions

To get students to think about some of the concepts Dr. Adkins covers in the video, these questions can help promote some critical thinking about the role and capacity of science in society as well as prompt students to think about elements of persuasion.

1. What exciting things do you think scientists can do?
2. What makes you believe something is true?
3. What makes you believe something is false?
4. Why do you think there are disagreements about certain perspectives of an issue like the environment?
5. How do you think scientists see the world? Is it different from other types of professions? Name a profession and describe how they might see the world.
6. What can history tell us about our environment?

### Film Content-related Questions

The following questions may be used if teachers seek to have students answer questions directly raised in the film.

1. What is global warming?
2. What are the three ways to change the climate on Earth?
3. Why can you replace “CO<sub>2</sub> Levels” with “Sea Level” or “Temperature” when describing global warming trends?
4. How do glaciers get bigger and smaller?
5. Where can you find “big glaciers”?
6. How does the melting of glaciers effect the Earth?
7. What happens to precipitation if global warming worsens?
8. What sources of energies do we use from our environment? What types are better for the environment? Why?

## Post-Film Activities

The following are suggested post-film activities to help engage students in reflecting about the film, initiate constructive conversations, and develop actionable steps towards improving the environment.

### Post-Film Questions

The following questions may be used to have students critically think about the environment from self-reflective and actionable perspectives. These

questions prompt students to think about themselves, their family, peers, and their environment-at-large.

1. What habits can we change to improve the environment?
2. What will the environment in 2050 look like if we don't change our habits?
3. What will the environment in 2050 look like if we do change our habits?
4. What can you personally do to reduce global warming?
5. What can we do as a society to reduce global warming?
6. How can a social club help reduce global warming?
7. How much energy do you use per day?
8. How much energy does your household use per day?
9. How can you re-use a plastic bottle?

### **Project-based Activities**

1. Debate: Divide the classroom into groups—according to their stance regarding the selected topic. Have a classroom debate on one or more of the following (these prompts can also be used for persuasive writing activities):
  - a. Can we make a difference in global warming?
  - b. Who is responsible for global warming? Who is responsible for fixing global warming?
  - c. What do you think the coral reefs in Bermuda tell us about conservation? Does it matter? If so, why does it matter?
2. Invent: Have students be creative and design a potential invention that will alleviate global warming. Students can showcase this in a fair/gallery type of presentation or pitch their idea to a panel of judges (recruiting teachers in other subjects for this role may help encourage cross-disciplinary collaboration)
  - a. If teachers would like to be more specific, a good idea is to revisit the question, “How can you re-use a plastic bottle?” Students can be creative and design an innovative way of reusing a plastic bottle
3. Explore: Become “Global Warming Detectives” by examining how your home and/or school use energy and other resources. Does your home and school recycle or reuse materials in anyway? After you explore, the class can choose develop an action plan or campaign (see #4 below).
4. School Campaign: Develop a campaign to encourage ways to conserve energy and/or recycle at school. The campaign can include adopting new school-based policies, encourage people to practice more “green behavior.” Consider taking on local and social media to broadcast ideas and initiatives.

## **Appendix A: Common Core Reading Standards for Speaking & Listening<sup>1</sup>**

### **Grades 9-10 Students**

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<sup>1</sup> Source: Common Core State Standards for English Language arts & Literacy in History/Social Studies, Science, and technical Subjects; <http://www.corestandards.org/ELA-Literacy/>) The College and Career Ready (CCR) anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

## Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

## Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)

### Grades 11-12 Students

## Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by

referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.

- b. Work with peers to promote civil, democratic discussions and decision- making, set clear goals and deadlines, and establish individual roles as needed.
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
  3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
  4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
  5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
  6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)