

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Social Studies	Cognitive Skill Level - Analysis	Correlation to Framework - 02.05, 02.08	Lesson Number - 05
<p>Activity Title - What Good is This Plug NOW?</p> <p>Goal/Objective</p> <p>To analyze informational articles and explore the effects that are placed on individual's lives as a result.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>In America today, we live in a society known for its consumption. Americans consume more energy and resources than any other nation. If we do not put the brakes on our consumption, some powerful or unpowerful consequences may result.</p> <p>Activity</p> <p>Discuss the stability of electric power. Include in the discussion personal situations where homes or businesses were without power for extended times. Divide the class into small groups of 3 –4. Provide handouts of articles to the students and have them read the articles together. Have the students role-play the situations depicted in the articles. Students will need to decide whether to be the reporter or the individual(s) interviewed. The role-play or interview will be on people who may be affected by the impending and existing power shortages in California.</p> <p>You may wish to have a speaker from the local electric power company speak to the class about possible power shortages and what is being done about potential shortages.</p> <p>Debriefing/Evaluation Activity</p> <p>Discuss how power shortages elsewhere in the United States can affect everyone including them. Discuss the need to recognize that this situation could occur anywhere and that each of us need to be knowledgeable about our own energy consumption and what steps can be taken to help with this crisis.</p> <p>Real-Life Connection</p> <p>Discuss personal situations regarding energy consumption or the lack of it. <i>Ask:</i> How many of you have ever had your electricity go out on you right in the middle of something you were doing? Maybe you were fixing dinner or maybe it happened right at the end of a good movie, or when you were trying to put gasoline in your car. Did this loss of electricity for a short period of time effect your attitude and time schedule?</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout – California Utility Seeks Chapter 11 Bankruptcy • Handout – PG & E Bankruptcy 1st Salvo in Legal Battle – Experts • Newspapers and news magazines • Paper, markers, chalkboard, chalk • Overhead, transparencies and markers • Speaker from the local utility company <p>Extension Activity</p> <p>Have students search for articles on effects of the high price of electricity and the availability or non-availability of electricity. Students should list the different causes and possible solutions to this crisis. Post the students solutions on the board.</p> <p>ESE/ESOL Accommodations</p> <ul style="list-style-type: none"> • Highlight important concepts. • Use role-plays to illustrate the effects of no electricity. • Break the directions into steps or key components. • Provide a summary of the important information gained through the lesson.

GED 2002 Teachers' Handbook of Lesson Plans - Script

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Activity Title - What Good is This Plug NOW?

Introduction

Ask: Does anyone know anything about the energy crisis in California? Discuss what the students already know. What kinds of energy are in short supply? Answers might include electricity, gas, oil, and water.

Main Activity

Say: Today, we are going to talk about a specific energy crisis in California. First, you will need some information about the crisis so divide into small group. Provide the groups with the articles and have them read and discuss the information. *Say:* After reading and discussing the articles, I want your group to come up with a situation in which you can role-play the scenario or maybe you will want to be a news reporter interviewing different citizens or business people. The situation needs to be about an individual or individuals who are affected by the power situation there.

Closure/Conclusion

Ask: How will knowing about the energy crisis in California and in other places change the way you live your life? Will you try to convince others to become conservationists?

Follow-Up Lessons/Activities

Invite a spokesperson from the local utility company to come into the class and speak to the students on the usage of electricity in their community for a month, the amount of fuel used, ways to conserve usage, programs offered to help consumers, and could the California crisis have an effect on them? This could be followed up with a question and answer period.