

ENERGIZE YOUR FUTURE WITH SHELL

COMPARING ENERGY RESOURCES AROUND THE WORLD

TEACHER'S GUIDE



Activity Four: Comparing Energy Resources Around the World

BACKGROUND

In this lesson, students will use the information learned from Activity Three: Energy Sources Around the World from various countries to compare and contrast energy consumption depending on climate, natural resources, industrialization, economic status and culture. In Activity Three, students learned that industrialized countries consume a larger share of the world's energy resources. Students will create a video or write a script to encourage their audience to consider adding new energy resources or introducing new energy resources to reduce a country's carbon footprint.

OBJECTIVES

- Students will write a persuasive essay to convince an audience (citizens of a country) to make a change.
- Students will use research and statistical information learned in Activity Three and their notes from group presentations.
- Students will analyze information and draw conclusions on global energy supply and demand
- Students will demonstrate findings by presenting information in a short video or video script.

NEXT GENERATION SCIENCE STANDARDS:

MS-ESS3-1: Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
ESS3.A: Natural Resources: Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.

MATERIALS

- Notes from group presentations in Activity Three
- Internet for research
- Device for recording video or computer to write video script

TIME CONSIDERATIONS

Review notes: 15 minutes
Write Script: 30 – 45 minutes

DIRECTIONS

1. Instruct students to review notes taken from group presentations in Activity Three.
2. Tell students that they will write a video script using the information they gathered from the Energy Around the World Activity to convince their audience to consider using new or additional energy sources. The point of view should be written as a representative of the United States (Ambassador, non-profit, corporate foundation, etc.) addressing citizens of another country.

For example: Some countries that have a larger carbon footprint due to larger populations may want to consider using energy resources that emit less of a carbon footprint like wind and solar.

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3. Tell students that the video script will need to include three reasons with support as to why they should consider a change.
4. Students should include statistical information from presentations to back up their reasoning.