

EVIDENCE

Teacher Tips and Extension Activities

Use these tips and extensions to expand on the mini-lesson. Keep in mind that the mini-lessons are designed to engage all learners, so that they feel confident and see the purpose of analyzing primary sources.

Source check activity: Journalistic standards (rules) dictate that a journalist must attribute or include their sources of information. No doubt you have to do the same when you write an essay for school. Sometimes information comes in the form of a caption below an image or a list of references at the end of the piece.

- **Ask students:** What piece of information is the most important to know and why? Title, author, publisher, place of publication, or year of publication? More challenging: What kinds of judgments can you make about a source if you know the elements of attribution?

Further investigation: Some students will gravitate more towards the process of analyzing primary sources and skill development, while others may want to take a deeper dive into the content.

1. What additional questions do you have about the content?
2. What evidence does this article provide to researchers who are trying to understand the history of scientific understanding of climate change
3. Have students find a contemporary article about climate change. What evidence is included in the article? How does it compare to the account in the Fergus Democrat?

Extension activities:

1. Go to **bit.ly/jia-fergus** to take notes on the full passage with the Annotator tool activity on the Journalism in Action website!
2. Have students go to **bit.ly/ferguscounty** to read the other entries on the page of the Fergus Democrat in which the climate article appears. What other concerns were presented to the readership on that day? What evidence is presented in those other clips?
3. More Practice: Go to the Introduction page of Journalism in Action's STEM case study at **bit.ly/jia-s**. Choose one of the primary sources and complete the See, Think, Wonder questions and questions 1-3 from the second page of this mini-lesson.
4. Who else would you want to hear from to learn more about how attitudes toward the environment were shaped in the 20th and 21st centuries?