

Small group discussion 1

Un-Discipline Yourself
By Francis J. Gavin

Appoint a recorder to track participation and record group responses.

Keep in mind the key goal here is meaningful discussion, not completing a worksheet. the worksheet is only evidence of the discussion.

**Take ten minutes and discuss, go around the group and discuss the article generally. What stands out to you, what do you find interesting or controversial? Do you agree with the argument made by the author?
Then answer question 1.**

2. What does the author see as the pros and cons of discipline specialization? What is his argument in this regard? Do you agree with his position?

3. Assess the following statement from the author's perspective. Do you agree with his position? Why or why not?

(With apologies to Spiderman)

With [a] great [amount of] education comes great responsibility?

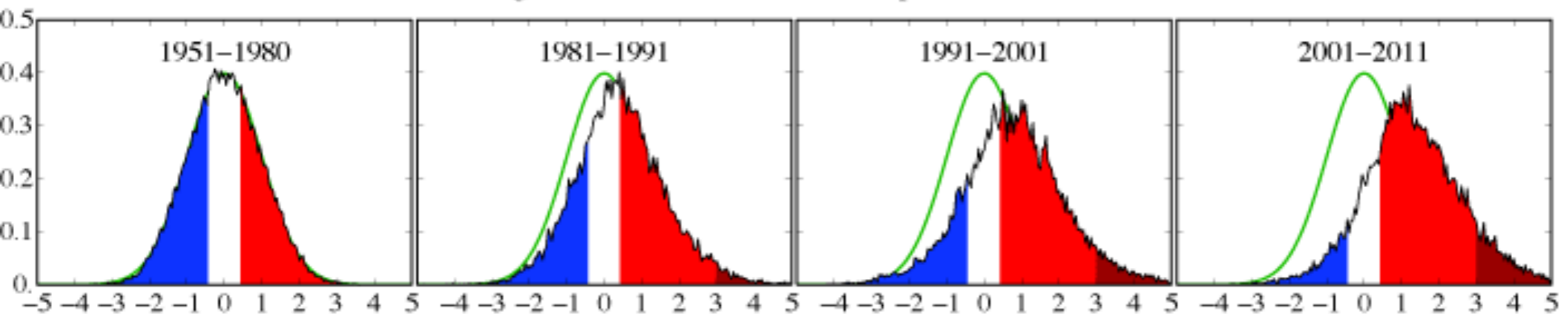
**4. Does the IB program
at THS encourage the
approach to knowledge
the author advocates?**

Explain.

Small group discussion 2

The New Climate Dice: Public Perception of Climate Change
By Hansen, Nato, Ruedy

Shifting Distribution of Summer Temperature Anomalies



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**Take ten minutes and discuss, go around the group and discuss the article generally. What stands out to you, what do you find interesting or controversial? Do you agree with the argument made by the author?
Then answer question 1.**

2. Why is this article relevant today?

3. According to the article, what is the source of public skepticism of the connection between dramatic weather events and climate change?

4. What is the methodology used in the current study?

5. What previous methodology has been used in this area? Does the current study confirm or reject these previous efforts? Explain.

6. To what extent is predictive modeling generally useful as a scientific tool? What is the value of the climate dice model specifically?

7. Using the progression used in class (KC, KQ1, KQ2) develops KQ2 from this article. Show the steps of the progression.

