Setting up for Success

This unit makes use of the *Visual Ranking Tool*. Familiarize yourself with the tool and its related materials, such as the tutorial. Follow the steps below to set up the workspace prior to working with your students.

Set up Project 1
Build the project in the Visual Ranking Teacher Workspace following the steps provided:
- **Project Name:** 1.Energy Priorities (Note: the number should be included so that the two projects are listed in the correct order in the student teams' workspace.)
- **Project Description:** Rank priorities based on the needs and interests of your team's states. Use the comment feature of the tool to describe the value and importance of that item to your states and why it is ranked at that particular spot.
- **Prompt for Students:** *What should our priorities be in choosing a national energy plan?* Rank priorities based on the needs and interests of your assigned states with the most important priority ranked first.
- **List to Sort:** Put in two placeholder items when setting up the project. Student teams will generate this list through a class discussion. You may list up to 16 items for student to sort.
- **Assign Teams to the Project:** Create student teams of three or four and assign each team to both projects.

Set up Project 2
Build the project in the Visual Ranking Teacher Workspace following the steps provided:
- **Project Name:** 2. Energy Choices (Note: the number should be included so that the two projects are listed in the correct order in the student teams' workspace.)
- **Project Description:** Study and rank 15 energy options that will be used to help draft a national energy plan. Each option has the potential of producing between one-half to six "quads" of energy (noted in parenthesis within the list to rank) over the next 10 years, and each has unique costs and benefits in economic and environmental terms. Your team will explain and defend your choices to an energy subcommittee, which will then seek consensus on a final, national plan. As you rank and justify your selections, consider our Unit Question, *How do we balance energy needs and environmental concerns?* Use the comment feature of the tool to explain your reasoning, as well as why each selection is ranked in that particular order in relation to other energy choices.
- **Prompt for Students:** Rank the following energy plan proposals from best to worst based on your group's previously ranked priorities, as well as the proposals' reliability, support of economic growth, and minimal environmental impact. (Number of quads of energy produced or saved is listed in parentheses.)
- **List to Sort:** The following items correspond to the selections in the Energy Plan Choices document:
    - Open ANWR (1)
    - Tax Incentives (1.5)
    - Protect Middle East (6)
    - Aid former USSR (2)
    - Increase Canadian imports (1)
    - Deregulate Natural Gas (1)
    - Clean Coal Tech (4)
    - Nuclear Power Plants (2)
    - Modify Building Codes (4)
    - Aid Renewable Energy (2)
    - Electric Cars (.5)
    - Recycling (1)
    - Auto Mileage to 31(1)

- o   .25 cent Gas Tax (.5)
  - o   Public Transport (2)
- **Assign Teams to the Project:** Assign the same teams to this project as the first *Visual Ranking* project.

Asking Questions

As the students are in small teams using the tool it is important for the teacher to facilitate their learning. The following questions are provided to help facilitate students' higher-order thinking as they answer the prompts:

- *How did your team come to consensus on this ranked list?*
- *Are there any other energy plan options that you would have liked to see on this list?*
- *Why do you think your ranked list was different from the other teams'—or from the class average?*
- *Did your decisions change over time? For instance, after discussions with others or after more research?*
- *What team ranks most like you do? Why do you think that is?*