

Is It Better to Buy a Gas or Electric Car?

Lesson plan for developing a Kialo discussion

Suggested length: 1 class period (45-55 minutes)

Lesson components:

- Opener (12 minutes)
- Activity: Developing the Kialo discussion and having a follow-up conversation
- Optional closer (5-10 minutes)



Assessment

Students will be assessed on their contributions to the Kialo discussion, either as a group or individually. (see suggested rubric in **provided materials**)

Opener (12 minutes)

1. Ask students: When making a big purchase, what factors do you have in mind? Do you ever consider the ecological impact of your purchase?
2. Tell students that these are some of the questions they will need to ask themselves if they ever purchase a vehicle—especially as electric cars become more competitive with gas cars.
3. Activate students' knowledge by showing the video, "[Gas vs electric cars: which is really better?](#)"

Activity (focus of 1 class period)

1. Inform students that they will work in groups to expand on a partly developed Kialo discussion on the topic, "Is It Better to Buy a Gas or Electric Car?"
2. Display the topology diagram of the Kialo discussion (this can be found by clicking the  button in the top-left corner of the discussion) to give students a feel for the claims that are already written, which are meant to help students get started. Hover over various claims and explain them as necessary.
3. Distribute assignment rubric and go over student instructions, which are contained in the Discussion Background (this can also be found by clicking the  button).

Optional differentiation: You can require students to not only link sources in their claims, but to provide properly formatted academic citations in the *Quote/Note* box.

4. With students in their groups, direct them to log into their Kialo discussions, begin researching, and develop the discussion.

TIP: You can keep track of how many claims each student has added by pressing the ☰ button in the top-left of the discussion and looking at the “Tasks” tab

5. Direct students to complete the discussion for homework, if they did not do so in class.

Optional closer (5-10 minutes)

1. Ask students, “What conclusions did you come to during your research? Which kind of car would you buy and why?” Facilitate a whole-class in which students can share their answers.