

Overview

Students are assigned an energy source, do research and present on its advantages, and reflect on what they have learned.

Length

Two–three class periods

Materials

- [Sources of Energy: A Comparison \(World101\)](#)
- [Who Releases the Most Greenhouse Gases? \(World101\)](#)

Instructional Plan

1. Divide students into eight (or fewer) groups. Assign each group an energy source:
 - Biomass
 - Coal
 - Hydro
 - Natural gas
 - Nuclear
 - Petroleum
 - Solar
 - Wind
2. Ask the students to imagine they work on behalf of a company that produces energy from their assigned source. Have them research and write a brief on why the industry they represent should receive government support. They should consider:
 - a. What is advantageous about the energy source?
 - b. What values could the country live up to through using that energy source?
 - c. Which industries and advocacy groups support using the energy source? Why?
 - d. Where in the United States or abroad is the energy source used? What have been the results?
3. Have the groups present their briefs, or assign them to read each other's briefs.

4. Have students drop their assigned roles and discuss their experience:
 - a. Is there one best energy source?
 - b. Are there energy sources that clearly should not be used?
 - c. Why do some people support using such energy sources?