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# PSEUDO-CONSENSUS: SQUASHING THE GLOBAL WARMING DEBATE

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**Segment Length: 6:30 minutes**

## **Lesson Description:**

Has the earth warmed? Have we caused it? Does it matter? Is there really a looming crisis or is this much ado about nothing? And what happens to people who disagree? This segment looks at the way the global warming debate is playing out.

## **Concepts & Key Terms:**

*CDC* (Centers for Disease Control) – a federal agency tasked with protecting public safety through the control and prevention of disease, injury, and disability. CDC focuses on infectious disease, food-borne pathogens, environmental health, occupational safety and health, health promotion, injury prevention, and educational activities.

*Dysentery* – Bloody diarrhea caused by bacteria or by an amoeba (single-celled parasite) that's found mainly in tropical areas. It is estimated that 3.4 million people die each year from water-borne diseases, of which 600,000 die of dysentery.

*IPCC* – Intergovernmental Panel on Climate Change, an organization created to assess climate change.

## **Objectives:**

Students will be able to:

- discuss the treatment of scientists who disagree with global warming advocates.
- analyze various sides in the debate over global warming.
- assess the claim that the debate about global warming is over.
- assess the argument that governments must act to prevent an impending crisis.

## **Preview Activity and Questions:**

What is global warming? What is causing it? What will be the effects of global warming on the planet? What do you do that contributes to it?

Use Think, Pair, Share to have students answer the preview questions. After a few minutes, poll the students.

**OR**

Distribute the K-W-L chart (page 110). Have students complete the first two columns to the best of their ability. (Have them fill in the last column after viewing the video.)

## **Viewing Guide:**

It is recommended that teachers show the video segment twice: once to allow students to view the video and focus on the issues presented, and once to allow them time to complete the viewing guide. After they complete the viewing guide, allow students a few minutes to work in pairs sharing and verifying answers.

## **Answers to Viewing Guide:**

1. Little Ice Age
2. wrong
3. CDC
4. money
5. squash
6. Nobel Prize

Name \_\_\_\_\_ Date \_\_\_\_\_

Class \_\_\_\_\_ Period \_\_\_\_\_ Teacher \_\_\_\_\_

## **Pseudo-Consensus: Squashing the Global Warming Debate Viewing Guide**

**Directions: As you watch the video, fill in the blanks with the correct words.**

1. Temperature is up four degrees since what's called the \_\_\_\_\_  
\_\_\_\_\_ hundreds of years ago, and up two degrees over the last century.
2. The climate models that got the government so excited have been totally \_\_\_\_\_ so far.
3. Heat can kill. But many more people die from cold. The \_\_\_\_\_ says that heat kills 600 Americans a year; cold kills more than twice as many.
4. I've lived through eight environmental apocalypses – the population bomb, acid rain, the ozone hole, global cooling, you name it. The global warming scare has longer legs, because it's got more \_\_\_\_\_!
5. Yeah. I was trying to be honest as a scientist. It was very unpopular with a lot of my colleagues. They were trying to \_\_\_\_\_ people who disagreed with them.
6. They ask all these \_\_\_\_\_ winners, what do we need to do to help the world? Addressing climate change was way down on the list.

**Now, take a few moments to reflect on the video and complete the K-W-L chart by yourself or with a partner. When you have finished, answer the questions below:**

What might be a point John Stossel is making in #3 above? \_\_\_\_\_

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What are two possible points Pat Michaels is making in #4 above?

1) \_\_\_\_\_

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2) \_\_\_\_\_

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## Discussion and Analysis:

1. It seems that a lot of scientists believe that global warming is real and that people have something to do with it. According to the video, how many scientists believe that?
2. Temperature is up four degrees since the Little Ice Age. Is that good or bad? Explain.
3. Pat Michaels also said that he's lived through eight environmental apocalypses, and named four: the population bomb, acid rain, the ozone hole, global cooling. Do you know about these? Did they turn out to be big crises? What do you think he's saying about global warming?
4. Pat Michaels agrees that global warming is real, yet he refers to the global warming scare. What is the "scare"?
5. Why might the media report so much about the "crisis of global warming"?
6. Climate scientist Judith Curry said that scientists actually agree on a very narrow slice of things. What do they agree on? What don't they agree on?
7. Who are the "scaremongers" John Stossel is referring to? What are the "scaremongers" trying to do? How are they trying to stop the debate?
8. If evidence of a global warming crisis is so strong, why aren't those who believe willing to take on "the deniers" directly and show how their arguments fail?
9. What might be the motivations for the scientists who speak out as proponents of the existence of a global warming crisis? What about the motivations of scientists who speak out as opponents of a crisis?
10. In the video, there were headlines that referred to government officials seeking funding information on those who think global warming is not caused by humans and those who think that global warming is not a crisis. Is that a proper role of government? Don't people have free speech? Does it matter where their money comes from? Is this an attempt to intimidate people and shut down the debate? Explain your answers.
11. Nobel Prize winner Bill Moomaw, who appeared in the video, said he and his wife built a zero net energy house in New England. The home is completely solar; it uses no fossil fuel. Why does that matter?

## Discuss These Lines from the Video:

1. Carbon could cost us the planet!
2. Ninety-seven percent of scientists agree that global warming is real and people have something to do with it.
3. Temperature is up four degrees since what's called the Little Ice Age hundreds of years ago and up two degrees over the last century.
4. The real question is, is it dangerous? Is it going to harm people?
5. If we lose the ice caps, you know how high the water will be? It would come up to the Statue of Liberty's elbow.
6. The climate models that got the government so excited have been totally wrong so far.
7. The last time carbon dioxide was this high in the past, sea levels were maybe 20 feet higher than they are now.
8. You don't really care whether it warms a degree in the next 60 years. It warmed a degree in the last 100 years. Life expectancy doubled.

9. Heat can kill. But many more people die from cold. The CDC says that heat kills 600 Americans a year; cold kills more than twice as many.
10. An agency doesn't get money going in front of a Congressional committee to say, "my issue, it's really not a problem. You ought to give the money to somebody else." No, instead issues compete with each other for your money. And so you have to scare them.
11. I've lived through eight environmental apocalypses – the population bomb, acid rain, the ozone hole, global cooling, you name it. The global warming scare has longer legs, because it's got more money!
12. What scientists actually agree on is a very narrow slice of things. Yes, temperatures have been increasing overall for the last several hundred years. And that carbon dioxide does act to warm the planet. But there's no agreement as to whether warming is dangerous or not.
13. Yeah. I was trying to be honest as a scientist. It was very unpopular with a lot of my colleagues. They were trying to squash people who disagreed with them.

### Quotes for Discussion:

*We simply must do everything we can in our power to slow down global warming before it is too late. The science is clear. The global warming debate is over.*

– Arnold Schwarzenegger

*The threat posed by humans to the natural environment is nothing compared to the threat to humans posed by global environmental policy.*

– Fred L. Smith

*The warnings about global warming have been extremely clear for a long time. We are facing a global climate crisis. It is deepening. We are entering a period of consequences.*

– Al Gore

*The whole aim of practical politics is to keep the populace alarmed – and hence clamorous to be led to safety – by menacing it with an endless series of hobgoblins, all of them imaginary.*

– H. L. Mencken

*I'd say the chances are about 50-50 that humanity will be extinct or nearly extinct within 50 years. Weapons of mass destruction, disease, I mean this global warming is scaring the living daylights out of me.*

– Ted Turner

*The urge to save humanity is almost always a false front for the urge to rule.*

– H. L. Mencken

*As someone who lived under communism for most of his life, I feel obliged to say that I see the biggest threat to freedom, democracy, the market economy and prosperity now in ambitious environmentalism, not in communism. This ideology wants to replace the free and spontaneous evolution of mankind by a sort of central (now global) planning.*

– Vaclav Klaus

*A majority of American citizens are now becoming skeptical of the claim that our carbon footprints, resulting from our use of fossil fuels, are going to lead to climatic calamities. But governments are not yet listening to the citizens.*

– John Coleman

*Our world faces a true planetary emergency. I know the phrase sounds shrill, and I know it's a challenge to the moral imagination.*

– Al Gore

*We have no reason to think that climate change is harmful if you look at the world as a whole. Most places, in fact, are better off being warmer than being colder. And historically, the really bad times for the environment and for people have been the cold periods rather than the warm periods.*

– Freeman Dyson

*Climate change is a terrible problem, and it absolutely needs to be solved. It deserves to be a huge priority.*

– Bill Gates

*Nevertheless, there is another threat on the horizon. I see this threat in environmentalism which is becoming a new dominant ideology, if not a religion. Its main weapon is raising the alarm and predicting the human life endangering climate change based on man-made global warming.*

– Vaclav Klaus

*It's obvious nonsense, but it makes nice people feel good about themselves to do their bit for the planet. It's vanity of a grotesque kind to believe that mankind, and our "carbon footprint," has more impact on the future of Earth than Nature, which bends our planet to its will, as it sees fit.*

– Charles Saatchi

*The most important thing about global warming is this: Whether humans are responsible for the bulk of climate change is going to be left to the scientists, but it's all of our responsibility to leave this planet in better shape for the future generations than we found it.*

– Mike Huckabee

*I have a private plane. But I fly commercial when I go to environmental conferences.*

– Arnold Schwarzenegger

*Saving our planet, lifting people out of poverty, advancing economic growth... these are one and the same fight. We must connect the dots between climate change, water scarcity, energy shortages, global health, food security, and women's empowerment. Solutions to one problem must be solutions for all.*

– Ban Ki-moon

*There are more effective ways of tackling environmental problems including global warming, proliferation of plastics, urban sprawl, and the loss of biodiversity than by treaties, top-down regulations, and other approaches offered by big governments and their dependents.*

– Preston Manning

*Why has it seemed that the only way to protect the environment is with heavy-handed government regulation?*

– Gale Norton

*In questions of science, the authority of a thousand is not worth the humble reasoning of a single individual.*

– Galileo

*Global warmers predict that global warming is coming, and our emissions are to blame. They do that to keep us worried about our role in the whole thing. If we aren't worried and guilty, we might not pay their salaries. It's that simple.*

– Kary Mullis

## Activities:

1. Have students finish the K-W-L chart (page 110) in class or for homework.
2. Pair students homogeneously and, using the Quotes Activity (pages 111-115), distribute a quotation to each pair of students. Have them read the quotation and develop and write an



explanation, evaluation, or comment about the quote they are given. Quotations vary in complexity and should be assigned based on student capabilities. This activity can be used as an exit ticket.

3. Research and report on the Little Ice Age mentioned in the video. What caused it? How did it impact life? When and how did it end? What ramifications does it have in the global warming debate?
4. Research the history of climate change from the ice age until now. Develop a timeline on poster board. What conclusions can you draw based on that research? How does that affect your view about global warming? (See links to Informational Websites in the Resources section.)
5. In his book, *Vision of the Anointed*, Thomas Sowell observed that there are several key elements that “ideological crusaders” have in common:
  - A. Assertion of a great danger to the whole society, a danger to which the masses of people are oblivious.
  - B. An urgent need for action to avert impending catastrophe.
  - C. A need for government to drastically curtail the dangerous behavior of the many, in response to the prescient conclusions of the few.
  - D. A disdainful dismissal of arguments to the contrary as either uninformed, irresponsible, or motivated by unworthy purposes.Apply Sowell’s observations to global warming and the way those calling for government action are pursuing their agenda. This can be a group project, in which each student in a group of four researches and reports on one of the elements.
6. In the video, Neil deGrasse Tyson said that if the ice caps melt, the ocean level would rise to the Statue of Liberty’s elbow. How high is that? What would be the effects? Has he made any predictions that have been wrong?
7. In the video, there were headlines that referred to government officials seeking funding information on those who they consider “climate change deniers” and “global warming skeptics.” One political party even wants to prosecute these people. Research the efforts to stop people from speaking out about their views on global warming or climate change. Then either:
  - a. Report your findings to the class in a slideshow. (See links in the Resources section for help in preparing effective slideshows.)
  - b. Write a persuasive essay in which you take a position either in support or opposition to this kind of government action. (See links in the Resources section for help in writing persuasive essays.)
8. Pat Michaels said that he has lived through eight environmental apocalypses, and in addition to global warming, mentioned the population bomb, acid rain, the ozone hole, global cooling. Research these and report back on the tactics and claims of the alarmists and the impact of these crises.
9. Watch one of the videos in the Resources section and write an essay in which you relate that video to the one shown in class.
10. One solution proposed by global warming proponents is to establish a system called “Cap & Trade.” Research the cap & trade proposals to see how they would work. Who decides the level of emissions that companies would be allotted? How would they affect businesses and consumers? What would be the costs? Is it worth enacting cap & trade legislation? Is there any evidence that such a policy would do any good?

11. In an article on the internet, Al Gore said, “Nobody is interested in solutions if they don’t think there’s a problem. Given that starting point, I believe it is appropriate to have an over-representation of factual presentations on how dangerous it is, as a predicate for opening up the audience to listen to what the solutions are, and how hopeful it is that we are going to solve this crisis.” Review the interview (link below) and explain what he means by “it is appropriate to have an over-representation of factual presentations on how dangerous it is.” You could write a persuasive essay in which you take a position on the quote. (See links in the Resources section for help writing a persuasive essay.)  
<http://grist.org/article/roberts2/>
12. Conduct a classroom debate about the efforts of government officials to silence global warming/ climate change skeptics. To get students to look at the debate from a different perspective, consider having them argue from a view with which they disagree. Students should be given time to research their position prior to debating. (See link in the Resources section for a guide to conducting classroom debates.)
13. Research and write a biography of Bill Moomaw, who appeared in the video. (See links in the Resources section for help writing a biography.)
14. Al Gore’s video, *An Inconvenient Truth*, is considered the leading global warming video. The National Wildlife Federation has developed curriculum, *An Inconvenient Truth In the Classroom*, for teachers to use with the video. Review the curriculum and report to the class about the inclusion or absence of scare tactics. If scare tactics are used, be sure to include examples.  
[https://www.nwf.org/pdf/Eco-schools/AITInTheClassroom7\\_08.pdf](https://www.nwf.org/pdf/Eco-schools/AITInTheClassroom7_08.pdf)
15. Secretary of State John Kerry asked that if all the worst environmental predictions never materialized, what harm would be done from having made the decision to respond to it? Research this very issue and answer his question in an essay or report.
16. In 2007, a British judge limited the showing of Al Gore’s *An Inconvenient Truth* video in public schools. Research and write a report about the ruling and the reasons for the judge’s decision.
17. Produce a “man-on-the-street” video in which you ask people what they know about the causes of global warming and the consequences of it. (See links in the Resources section for help in producing man-on-the-street videos.)
18. Use the internet to look up this headline: “31,000 scientists reject ‘global warming’ agenda.” Research this issue and make an oral report or write an essay explaining its significance.
19. Read one of the articles in the Resources section and either write a summary or take Cornell Notes. (See links in the Resources section for help in taking Cornell Notes.)
20. Draw a poster about global warming or the attempts to silence global warming skeptics.
21. Write a tweet, poem, or song about global warming or the attempts to silence global warming skeptics.
22. Research of the organizations listed in the Resources section and report about the organization’s goals and activities.

## Resources:

A good explanation of K-W-L, with a sample chart, and a chart for downloading:

<http://www.readingquest.org/strat/kwl.html>

Also helpful for K-W-L:

<https://www.teachingchannel.org/videos/think-pair-share-lesson-idea>



## Think, Pair, Share

A brief explanation of the Think, Pair, Share instructional strategy, with examples:

<http://www.readingquest.org/strat/tps.html>

A video explanation of Think, Pair, Share:

<https://www.teachingchannel.org/videos/think-pair-share-lesson-idea>

## Conducting classroom debates:

<http://712educators.about.com/cs/lessonsss/ht/htdebate.htm>

[http://www.edu.gov.mb.ca/k12/cur/socstud/frame\\_found\\_sr2/tns/tn-13.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf)

<http://busyteacher.org/7245-conducting-class-debate-essential-tips.html>

## How to produce a man-on-the-street interview:

<http://onemarketmedia.com/2009/02/16/seven-ideas-to-help-get-the-most-out-of-a-man-on-the-street-interview/>

<http://watchdogwire.com/blog/2014/08/25/man-on-the-street-interview-tipsheet/>

## How to write a biography:

<http://www.infoplease.com/homework/wsbiography.html>

<http://homeworktips.about.com/od/biography/a/bio.htm>

## How to write a persuasive essay:

[https://www.scribendi.com/advice/how\\_to\\_write\\_a\\_persuasive\\_essay.en.html](https://www.scribendi.com/advice/how_to_write_a_persuasive_essay.en.html)

<http://www.infoplease.com/homework/writingskills7.html>

## How to conduct a survey:

[http://www.ehow.com/how\\_16596\\_write-survey-questionnaire.html](http://www.ehow.com/how_16596_write-survey-questionnaire.html)

<http://www.mathsisfun.com/data/survey-conducting.html>

## For a clear, simple explanation of the Cornell note-taking system:

<http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

<http://www.bucks.edu/~specpop/Cornl-ex.htm>

## For help in speaking to a class:

<https://www.hamilton.edu/oralcommunication/tips-for-effective-delivery>

## Preparing effective slideshow presentations:

[http://www.slideshare.net/satyajeet\\_02/how-to-make-effective-presentation](http://www.slideshare.net/satyajeet_02/how-to-make-effective-presentation)

<https://support.office.com/en-us/article/Tips-for-creating-and-delivering-an-effective-presentation-f43156b0-20d2-4c51-8345-0c337cefb88b>

<http://smallbiztrends.com/2016/07/effective-powerpoint-presentations.html>

## Articles

“An interview with accidental movie star Al Gore” by David Roberts

<http://grist.org/article/roberts2/>

“Environmental Alarmism: The Children’s Crusade” by Stephen Huebner and Kenneth Chilton

<http://issues.org/15-2/huebnerchilton-2/>

“Environmental Alarmism, Then and Now” by Bjorn Lomborg.

<http://www.lomborg.com/news/environmental-alarmism-then-and-now>

Downloadable PDF version:

<https://docs.google.com/file/d/0B47tUyKk3fNueUpXRGVpNmhTVEE/edit>

“Environmental Alarmism in Context” by Amy Kaleita and Gregory R. Forbes

<http://historynewsnetwork.org/article/42998>

“In Their Own Words: Climate Alarmists Debunk Their ‘Science’” by Larry Bell

<http://www.forbes.com/sites/larrybell/2013/02/05/in-their-own-words-climate-alarmists-debunk-their-science/#75537f7576fb>

“State Attorneys General Launch Legal Attack on Climate Realists”

<https://www.heartland.org/state-attorneys-general-launch-legal-attack-climate-realists>

“Straw Man Environmental Alarmism 101, California Style” by Chuck Roger

[http://www.americanthinker.com/blog/2011/04/straw\\_man\\_environmental\\_alarmism.html](http://www.americanthinker.com/blog/2011/04/straw_man_environmental_alarmism.html)

“The New Environmentalism Will Lead Us to Disaster” by Clive Hamilton

<http://www.scientificamerican.com/article/the-new-environmentalism-will-lead-us-to-disaster/>

“Your Biggest Carbon Sin May Be Air Travel” by Elisabeth Rosenthal

[http://www.nytimes.com/2013/01/27/sunday-review/the-biggest-carbon-sin-air-travel.html?\\_r=0](http://www.nytimes.com/2013/01/27/sunday-review/the-biggest-carbon-sin-air-travel.html?_r=0)

“State Attorneys General Launch Legal Attack on Climate Realists”

<https://www.heartland.org/state-attorneys-general-launch-legal-attack-climate-realists>

## Informational Websites

“1970s Global Cooling Alarmism” [A compendium of global cooling headlines and “facts”]

<http://www.populartechnology.net/2013/02/the-1970s-global-cooling-alarmism.html>

“A brief history of climate panic and crisis... both warming and cooling” by Anthony Watts

<https://wattsupwiththat.com/2014/07/29/a-brief-history-of-climate-panic-and-crisis-both-warming-and-cooling/>

An Inconvenient Truth in the Classroom

[https://www.nwf.org/pdf/Eco-schools/AITInTheClassroom7\\_08.pdf](https://www.nwf.org/pdf/Eco-schools/AITInTheClassroom7_08.pdf)

Bringing Climate to the Classroom: Years of Living Dangerously  
by The National Wildlife Federation

<http://www.climateclassroom.org/>

Climate Change Timeline – 1895-2009

<https://butnowyouknow.net/those-who-fail-to-learn-from-history/climate-change-timeline/>

Gapminder promotes sustainable development through an increased use and understanding of statistics. Videos, charts, visually friendly.

<http://www.gapminder.org>

Real Science

<https://stevengoddard.wordpress.com/>

## Organizations

Climate Depot

<http://www.climatedepot.com/>

The Heartland Institute

<https://www.heartland.org/>

National Wildlife Federation

<https://www.nwf.org/>

Property & Environment Research Center:

<http://www.perc.org/>

## Videos

*An Inconvenient Truth*

*Not Evil Just Wrong*

The following videos are available as streaming video:

<http://lizzit.org/streaming>

*Cool It! Are we saving the world, or just burning money?*

*Energy Solutions: Unintended consequences of energy decisions*

*People, Power & Prosperity: Electricity makes a big difference*

*Power to the Planet: Pros/Cons of available energy sources*

*Unstoppable Solar Cycles: Rethinking global warming*

Name \_\_\_\_\_ Date \_\_\_\_\_

Class \_\_\_\_\_ Period \_\_\_\_\_ Teacher \_\_\_\_\_

## Pseudo-Consensus: Squashing the Global Warming Debate K-W-L Chart

**Directions:** Complete the **K** and **W** sections prior to watching the video. After you have seen the video, complete the **L** section and answer the two questions below the K-W-L chart.

<b>K</b>	<b>W</b>	<b>L</b>
What I think I know about scientific agreement on global warming:	What I want to know about scientific agreement on global warming:	What I've learned about scientific agreement on global warming:

What is one argument in favor of government efforts to end the global warming debate?

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What is one argument against government efforts to end the global warming debate?

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# Pseudo-Consensus: Squashing the Global Warming Debate Quotes Activity

Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

**A: *We simply must do everything we can in our power to slow down global warming before it is too late. The science is clear. The global warming debate is over.***  
– Arnold Schwarzenegger

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Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

**B: *The threat posed by humans to the natural environment is nothing compared to the threat to humans posed by global environmental policy.*** – Fred L. Smith

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Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

**C: *The warnings about global warming have been extremely clear for a long time. We are facing a global climate crisis. It is deepening. We are entering a period of consequences.*** – Al Gore

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Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

**D: *I'd say the chances are about 50-50 that humanity will be extinct or nearly extinct within 50 years. Weapons of mass destruction, disease, I mean this global warming is scaring the living daylights out of me.*** – Ted Turner

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Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

**E: *The whole aim of practical politics is to keep the populace alarmed—and hence clamorous to be led to safety—by menacing it with an endless series of hobgoblins, all of them imaginary.*** – H. L. Mencken

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Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

**F: *The urge to save humanity is almost always a false front for the urge to rule.*** – H. L. Mencken

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Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

**G: *We have no reason to think that climate change is harmful if you look at the world as a whole. Most places, in fact, are better off being warmer than being colder. And historically, the really bad times for the environment and for people have been the cold periods rather than the warm periods.*** – Freeman Dyson

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Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

**H: *As someone who lived under communism for most of his life, I feel obliged to say that I see the biggest threat to freedom, democracy, the market economy and prosperity now in ambitious environmentalism, not in communism. This ideology wants to replace the free and spontaneous evolution of mankind by a sort of central (now global) planning.*** – Vaclav Klaus

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Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

**I: *Our world faces a true planetary emergency. I know the phrase sounds shrill, and I know it's a challenge to the moral imagination.*** – Al Gore

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Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

**J: *A majority of American citizens are now becoming skeptical of the claim that our carbon footprints, resulting from our use of fossil fuels, are going to lead to climatic calamities. But governments are not yet listening to the citizens.***

– John Coleman

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Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

**K: *Climate change is a terrible problem, and it absolutely needs to be solved. It deserves to be a huge priority.***

– Bill Gates

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Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

**L: *Nevertheless, there is another threat on the horizon. I see this threat in environmentalism which is becoming a new dominant ideology, if not a religion. Its main weapon is raising the alarm and predicting the human life endangering climate change based on man-made global warming.***

– Vaclav Klaus

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Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

**M:** *It's obvious nonsense, but it makes nice people feel good about themselves to do their bit for the planet. It's vanity of a grotesque kind to believe that mankind, and our "carbon footprint," has more impact on the future of Earth than Nature, which bends our planet to its will, as it sees fit.* – Charles Saatchi

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Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

**N:** *Is there climate change? I live in the shadow of some of the greatest climate change the world has ever seen. It's called the Rocky Mountains. When the glaciers went back.* – Scott Tipton

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Names: \_\_\_\_\_ and \_\_\_\_\_

Read the quote below. Discuss the quote with your partner, and write your explanation, evaluation, or comment.

**O:** *The clear and present danger of climate change means we cannot burn our way to prosperity. We already rely too heavily on fossil fuels. We need to find a new, sustainable path to the future we want. We need a clean industrial revolution.* – Ban Ki-moon

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