

Pre-assessment: Justified True/False – ENERGY

Directions: Read the following statements carefully. Decide if the statement is True or False. Explain your reasoning in the “Why We think so” column. When done, share your answers with others at your table. Explain in the “Why We Think So” Column what everyone agrees on and why.

Statement	T	F	Why I Think So	Why We Think so
1. Energy can only be used once before its destroyed.				
2. Humans are the source of all energy.				
3. Natural gas comes from fossil fuels.				
4. Electricity can be made by a wind turbine at night.				
5. Wind is an unreliable source of energy.				
6. A flowing river is an example of potential energy.				
7. Carbon Dioxide is a greenhouse gas.				
8. Sun is a source of renewable energy.				
9. A Barrel of oil is an example of kinetic energy.				
10. Most of Minnesota’s electricity comes from burning coal.				

Name _____ date _____ hr _____

Post-assessment – Exit Slip: Wind Energy

Directions: *You have 5 minutes to respond to the following questions as best as you can.*

1. What did you learn today and you didn't know before?
 2. What important question remains unanswered for you?
 3. What would help you learn better tomorrow?
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Name _____ date _____ hr _____

Post-assessment – Exit Slip: Wind Energy

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Research Project

What Type of Energy Source Is Best for Us and for The Environment?

You and your partner will be assigned a type of energy source to research and present to class in the format of your choice. The assigned topics include Solar Power, Hydropower, Wind power, Geothermal Power, Biomass, Manure, Nuclear, Fossil fuels. MUST BE WRITTEN IN YOUR OWN WORDS. NO COPY/PASTE.

A. Format Options

- Power point, Prezi (5-7 Slides, no more than 50 words per slide)
- Poster (only on the front side), Informational Brochure
- Documentary Video (5-7 min maximum length)

B. Include the following information

- Description of the fuel source you are assigned (5 points)
- 2-3 Examples of important inventions related to the production or use of this energy. Include the name and background of the person or the culture first used it. (10 points)
- Pros and Cons of this type of energy for humans and for the environment (10 points)
- Your names, Title, class section (5 points)
- Sources (5 points)
- Neatness, proper length (5 points)

C. Presentation (10 points)

- Clear voice
- Eye contact with class
- Not reading the slides directly

D. Self and Peer Evaluations (10 points)

E. Due Date – _____

Total Points _____/60

Wind Turbine Challenge Post-Assessment

Student Directions: Think about the sequence of events you experienced while designing the wind turbine blades. Write the sequence and what you learned at each trial in the following table.

Design	What I did (Cause)	What happened (Effect)	Why? (Because)
1st Trial			
Second Trial			
Third Trial			
The big idea I learned by doing this activity			

Teacher Summary: This post assessment allows students to review and organize their activity and learn the cause and effect of each decision they made. They can see the sequence of the result of the wind turbine outcome based on the changes made and are able to explain the reasoning for it. By writing the big idea, the teacher can quickly decide if the main point of the activity is mastered.